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ABSTRACT

THIS EVALUATION OF THE COMPENSATORY EDUCATION SERVICES, WHICH PROVIDED FOR 74,789 WISCONSIN PUBLIC SCHOOL CHILDREN AND 9,868 WISCONSIN NONPUBLIC SCHOOL CHILDREN DURING 1967-1968 THROUGH 396 ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I PROJECTS, FOCUSES ON: SERVING THE DISADVANTAGED CHILD, THE NATURE AND EXTENT OF COMMUNITY AND PARENTAL INVOLVEMENT, COOPERATION BETWEEN TITLE I AND OTHER FEDERALLY FUNDED PROJECTS, THE USE AND TRAINING OF TEACHER AIDES, CHANGES IN THE ADMINISTRATIVE STRUCTURE AND EDUCATIONAL POLICIES OF THE STATE AND LOCAL EDUCATION AGENCIES, THE NATURE AND EXTENT OF THE STATE EDUCATION AGENCY'S ROLE IN IMPLEMENTING TITLE I PROJECTS, INVOLVEMENT OF NON-PUBLIC SCHOOLS, THE USE OF STATE FUNDS IN TITLE I, AND THE CHARACTERISTICS OF OUTSTANDING PROJECTS. SEE UD 009 600 FOR SECTION II OF THIS REPORT. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (JM)

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STATE OF WISCONSIN

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TITLE I
Elementary and Secondary
Education Act of 1965
Public Law 89-10

Fiscal Year 1968

Issued by:

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(Under Separate Cover)

"The Disadvantaged Child"

Human Interest Stories Taken from

Menomonee Falls E.S.E.A. - Title I Evaluation, 1967-68

Author - Gene Seibel, Title I School Psychologist

The rain that spattered wantonly and gathered in fast flowing riverlets down the school windows seemed to be echoing the tears that gathered around soft, small eyes and trickled down cheeks of the children huddled against their mothers within the walls. These were the children who mingled aimlessly in and out of the shadows of misery as they approached the first day of another school experience. Seemingly eager and willing less than a year ago, these were the children who had experienced defeat after defeat, failure after failure, frustration after frustration; for these were the children selected by their conscientious kindergarten teachers as those least likely to succeed under standard educational procedures; these were the children admitted to the Pre-Primary Summer School. Their number would be carefully restricted, their teachers would be carefully selected, and their future would be carefully watched.

When Kevin smiled it reminded you of popsicles, potato chips and peanutbutter sandwiches all served on a bright yellow paper plate! One could say that it was a lucky thing that Kevin's smile effected other people this way, for he wasn't smiling inside and that is what had created problems during his last year in kindergarten. Certainly, he had started out to want to learn. He'd been kissed good-by as he left the house, he'd been welcomed by a smiling teacher at the classroom door, and he'd been eager to try. Things just hadn't netted him the rewards that other children enjoyed. Gradually he not only stopped trying, he stopped wanting to try. He had even reached the point where he refused to try, and this was what the teacher found most difficult to understand. Concern about Kevin had led her to recommend him for consideration as a Pre-Primary Summer School student.

These teachers, too, smiled as they greeted the children, but Kevin was not impressed. These teachers, too, had paper, pencils, and work for him to do. He didn't like it. Whenever an assignment was made, he finished it as quickly as he could, scratching his crayons across pictures, going every whichway across mazes, making any kind of design when asked to copy something carefully. Keven had tried before. Didn't they know he couldn't do it?

There were several differences in the whole school situation that would intervene between Kevin's previous pattern of reaction to academic demands and those he would develop later. One was the fact that this new teacher had less than half of the students normally handled by a kindergarten teacher during the regular school year; another was that she understood before Kevin even got to the class that he was having special problems; and finally that she was a teacher whose professional interest had been focused on children with special learning problems.

In a few days this new teacher's hand was there to guide him through the complicated journey of duplicating a pattern. She could find time to talk with him about a special way of holding the crayon so that everything would look better. In time, Kevin began to try a little more, to make a greater effort to complete projects carefully. Soon things began to look a little better. Even his mother and father thought his papers looked pretty good. In fact, there was the time that the teacher gave him an unusual booklet, full of especially printed pictures, (the Frostig Test of Visual Perception), so he asked quite conscientiously, "Can I take this home and have my mother help me? I want to do my best job." Of course, Kevin couldn't take it home, but the results of the test proved that his experience in being a member of the small group of summer pre-primary classes had stimulated a change in attitude toward scholastic demands, had increased his self-confidence, and had increased the possibility that the academic demands of first grade might be met.

Diminutive Jerry had been extremely difficult to test because verbal expression had been limited to soft, barely extinguishable mumbles of one or two words. Observation of behavior during non-verbal activities, including his ability to follow directions with little extra help, had furnished the clue that much more intellectual potential was below the fairly impenetrable barrier of spoken language. As the summer pre-primary program progressed, attentive project teachers began to report greater willingness to respond to audio-visual stimuli, an emerging interest in participation in casual peer relationships, and an increased tendency to smile. It was hypothetized that some measure of intellectual potential might be obtainable at this time. As the Psychologist led darkly quiet Jerry through the halls to the testing room, various avenues of communication were used to foster a verbal response. Nothing was successful until the Psychologist inquired, "What did you do over the weekend that was lots of fun?" With a sudden burst of enthusiasm, Jerry spoke his first full sentence, "I went riding in the car with my daddy." Eager to continue this casual conversation, he was asked, "And where did you go in the car with your daddy?" Jerry smiled proudly and announced, "In the front seat!"

Lovely, appealing Renee hides her face in the comfort of mother's skirt. Her thoughts were confused and interrupted by unpleasant memories. To her there seemed to be too many other children in kindergarten, lots of distracting noises, a matrix of new ideas, a tangle of demands to be met. Renee hadn't been able to do it. Renee knew that as well as the teacher did. It took a week and three days for Renee to venture back into the world of school. She had joined small groups in silence, content to listen. After encouraging smiles from the project teachers, Renee began to brighten and respond to the friendly overtures of her few classmates. Then one day, supported by the confidence instilled by her teacher, she got up in front of them all and successfully manipulated cut-out characters in a flannel board journey through "Goldie Locks and the Three Bears." It was a wonderful time for the dedicated teacher who realized a breach in the fortification of withdrawal had been made, for the other children who evidenced a desire to know her better, and obviously for Renee who had at last reached out to touch the realm of "normal" educational progression.

INTRODUCTION

Through E.S.E.A. - Title I, compensatory education services were provided for 84,657 Wisconsin school children during 1967-68.

Three hundred ninety-six local school districts had Title I projects during this year. One hundred eight of these Title I projects were conducted during the regular school year. Two hundred thirty-seven were conducted both during the regular school year and during summer school, and 51 projects were conducted during summer school only.

Following is a list of Wisconsin school districts that had Title I projects during 1967-68:

ADAMS COUNTY
Adams

ASHLAND COUNTY
Ashland
Butternut
Jacobs, Glidden Jt. 1
Mellen Jt. 1

BARRON COUNTY
Barron
Cameron
Chetek
Cumberland
Prairie Farm
Rice Lake
Turtle Lake

BAYFIELD COUNTY
Ondossagon (Barksdale)
Bayfield
Bell (Port Wing)
Cable U.H.S.
Cable Jt. 1
Drummond
Namakagon No. 1
Washburn

BROWN COUNTY
Ashwaubenon
Denmark
De Pere
Green Bay
Howard Jt. 1
Pulaski
West De Pere
Wrightstown

BUFFALO COUNTY
Alma
Cochrane (Fountain City)
Gilmanton
Mondovi

BURNETT COUNTY
Grantsburg
Siren
Webster

CALUMET COUNTY
Brillion
Chilton
Hilbert
New Holstein
Stockbridge

CHIPPEWA COUNTY

Bloomer
Cadott
Chippewa Falls
Cornell
Lake Holcombe
New Auburn
Stanley

CLARK COUNTY

Abbotsford
Colby
Granton
Greenwood
Loyal
Neillsville
Owen
Thorp

COLUMBIA COUNTY

Cambria
Columbus
Fall River
Lodi
Pardeeville
Portage
Poynette
Randolph
Rio
Wisconsin Dells

CRAWFORD COUNTY

Gays Mills
Prairie du Chien
Seneca (Eastman)
Wauzeka

DANE COUNTY

Belleville
Black Earth
Cambridge
Deerfield
DeForest
Madison
Marshall (Medina)
McFarland
Middleton U.H.S.
Middleton Jt. 12
Middleton Jt. 12 Cooperative

DANE COUNTY (Cont'd)

Monona
Mount Horeb
Oregon
Springfield Jt. 4
Stoughton
Sun Prairie
Verona
Waunakee

DODGE COUNTY

Beaver Dam
Horicon
Hustisford
Juneau
Lomira
Mayville

DOOR COUNTY

Brussels (Southern Door)
Gibraltar Jt. 1
Sevastopol
Sturgeon Bay
Washington Island

DOUGLAS COUNTY

Maple
Solon Springs
Superior

DUNN COUNTY

Boyceville
Colfax
Elk Mound
Menomonie

EAU CLAIRE COUNTY

Altoona
Augusta
Eau Claire
Fairchild
Fall Creek

FLORENCE COUNTY

Florence Jt. 1

FOND DU LAC COUNTY
Brandon
Campbellsport
Fond du Lac
North Fond du Lac
Oakfield
Ripon
Rosendale
Waupun

FOREST COUNTY
Crandon
Laona
Wabeno

GRANT COUNTY
Bloomington
Boscobel
Cassville
Cuba City
Fennimore
Hazel Green U.H.S. Cooperative
Lancaster
Muscoda Jt. 7
Patch Grove (West Grant)
Platteville
Potosi

GREEN COUNTY
Albany
Brodhead
Monroe
Monticello
New Glarus

GREEN LAKE COUNTY
Berlin
Green Lake
Markesan
Princeton

IOWA COUNTY
Barneveld
Dodgeville
Highland
Hollandale
Mifflin (Iowa-Grant)
Mineral Point

IRON COUNTY
Hurley

JACKSON COUNTY
Alma Center
Black River Falls
Melrose
Taylor

JEFFERSON COUNTY
Fort Atkinson
Jefferson Jt. 10
Johnson Creek
Lake Mills
Palmyra
Waterloo
Watertown

JUNEAU COUNTY
Elroy
Mauston
New Lisbon
Wonewoc

KENOSHA COUNTY
Bristol No. 1
Kenosha
Paris Jt. 1
Salem Jt. 1
Salem Jt. 2
Wheatland Jt. 1
Wilmot U.H.S. Cooperative

KEWAUNEE COUNTY
Algoma
Kewaunee
Luxemburg Jt. 1

LA CROSSE COUNTY
Bangor
Holmen
La Crosse
Onalaska
West Salem

LAYFATETTE COUNTY
Argyle
Belmont
Blanchardville
Darlington
Gratiot Jt. 1 (South Wayne)
Shullsburg

LANGLADE COUNTY
Antigo
Elcho
White Lake

LINCOLN COUNTY
Merrill
Somo (Tripoli)
Tomahawk

MANITOWOC COUNTY
Kiel
Manitowoc
Mishicot
Reedsville
Two Rivers
Valders

MARATHON COUNTY
Athens
Edgar
Marathon City
Mosinee
Rothschild
Spencer
Stratford
Wausau

MARINETTE COUNTY
Coleman
Goodman
Marinette
Niagara
Pembine
Peshtigo
Stephenson (Crivitz)
Wausaukee

MARQUETTE COUNTY
Montello
Westfield

MILWAUKEE COUNTY
Brown Deer (Granville)
Cudahy
Franklin No. 5
Greenfield No. 6
Hales Corners
Milwaukee Vocational
Milwaukee C.
Oak Creek
Saint Francis
South Milwaukee
West Allis

MONROE COUNTY
Cashton
Sheldon (Brookwood)
Sparta
Tomah

OCONTO COUNTY
Gillett
Lena
Oconto
Oconto Falls
Suring

ONEIDA
Minocqua U.H.S. (Lakeland)
Minocqua Jt. 1
Newbold
Pelican
Rhinelander U.H.S.
Rhinelander Jt. 1
Three Lakes
Woodruff

OUTAGAMIE COUNTY
Appleton
Bear Creek
Freedom
Hortonville
Kaukauna
Kimberly
Little Chute
Seymour
Shiocton

OZAUKEE COUNTY
Cedarburg
Fredonia
Grafton
Port Washington

PEPIN COUNTY
Durand
Pepin
Waterville (Arkansaw)

PIERCE COUNTY
Ellsworth
Elmwood
Plum City
Prescott
River Falls
Spring Valley

POLK COUNTY
Amery
Clayton
Clear Lake
Frederic
Luck
Milltown (Unity)
Osceola
Saint Croix Falls

PORTAGE COUNTY
Almond
Amherst
Rosholt
Stevens Point

PRICE COUNTY
Park Falls
Phillips
Prentice

RACINE COUNTY
Burlington
Racine
Raymond No. 14
Rochester Jt. 1 Cooperative
Union Grove U.H.S.
Union Grove Jt. 1

RACINE COUNTY (Cont'd.)
Waterford U.H.S.
Waterford Jt. 1
Yorkville Jt. 2

RICHLAND COUNTY
Ithaca
Richland Center

ROCK COUNTY
Beloit
Beloit-Turtle
Clinton
Edgerton
Evansville
Janesville
Milton
Orfordville

RUSK COUNTY
Bruce
Ladysmith
Tony
Weyerhauser

SAINT CROIX COUNTY
Baldwin
Glenwood City
Hammond
Hudson
New Richmond
Somerset
Glenwood City Cooperative

SAUK COUNTY
Baraboo
Ironton (Cazenovia-Weston)
Prairie du Sac (Sauk-Prairie)
Reedsburg
Spring Green (River Valley)

SAWYER COUNTY
Hayward
Winter

SHAWANO COUNTY
Birnamwood
Bonduel
Bowler
Shawano
Tigerton Jt. 2
Wittenberg
Tigerton Cooperative

SHEBOYGAN COUNTY
Cedar Grove
Elkhart Lake
Herman Jt. 2 (Howards Grove)
Oostburg
Plymouth
Random Lake
Sheboygan

TAYLOR COUNTY
Gilman
Medford
Rib Lake
Westboro

TREMPEALEAU COUNTY
Arcadia
Blair
Galesville
Independence
Independence Cooperative
Osseo
Strum-Eleva
Trempealeau
Whitehall

VERNON COUNTY
DeSoto
Hillsboro
LaFarge
Readstown (Kickapoo)
Viroqua
Westby

VILAS COUNTY
Eagle River U.H.S.
Flambeau

WALWORTH COUNTY
Darien Jt. 7 Cooperative
Delavan U.H.S.
Delavan Jt. 1
East Troy
Elkhorn
Lake Geneva Cooperative
Walworth U.H.S. (Big Foot) Cooperative
Whitewater

WASHBURN COUNTY
Birchwood
Minong (Northwood)
Shell Lake
Spooner

WASHINGTON COUNTY
Germantown (Washington)
Hartford U.H.S.
Hartford Jt. 1
Kewaskum
Slinger
West Bend

WAUKESHA COUNTY
Delafield-Wales(Kettle-Moraine)
Lisbon Jt. 16
Menomonee Falls
Merton Jt. 9 Cooperative
Mukwonago Jt. 3
Muskego Jt. 9
New Berlin
Oconomowoc
Pewaukee
Vernon Jt. 1
Waukesha Jt. 1

WAUPACA COUNTY
Clintonville
Iola
Manawa
Marion
New London
Waupaca
Weyauwega

WAUSHARA COUNTY
Plainfield (Tri-County)
Wautoma
Wild Rose

WINNEBAGO COUNTY
Menasha
Neenah
Omro
Oshkosh
Winneconne

WOOD COUNTY
Auburndale
Marshfield
Pittsville
Wisconsin Rapids

The services provided through these projects were divided into the following phases:

Phases of Title I Projects	Number in Wisconsin	Percent
Instructional Activities:		
Art	42	2.
Business Education	9	.4
Cultural Enrichment - General	126	5.9
English Language Arts	212	9.9
English - 2nd Language	1	.05
Foreign Language	1	.05
General Elementary and Secondary Education	16	.7
Home Economics	10	.5
Industrial Arts	10	.5
Kindergarten	11	.5
Math	110	5.1
Music	40	1.9
Physical Education	58	2.7
Pre-Kindergarten	19	.9
Reading	362	16.9
Science	33	1.5
Social Studies, Social Sciences	24	1.1
Special Education - Handicapped	28	1.3
Vocational	15	.7
Work-Study	7	.3
Service Activities:		
Clothing	10	.5
Curriculum Materials Center	16	.7
Food	101	4.7
Guidance	120	5.5
Health	157	7.3
Inservice Education - Staff	18	.9
Library Service	83	3.9
Pre-Service Education - Staff	4	.2
Psychiatric Service	8	.4
Psychological Service		

Total: 365 out of 495 school districts.

Service Activities (Cont'd)		
Reduction of Class Size	4	.2
Related Service - Parents	13	.6
School Social Wroker	63	2.9
Speech Therapy	88	4.1
Tutoring - After School Study	2	.1
Transportation	95	4.4
Ungradedness	5	.2
Waiver of Fees	13	.6
Other	87	4.1
	2,148	100.00

The Grade level of children involved in Title I projects during 1967-68 ranged from preschool to grade 12.

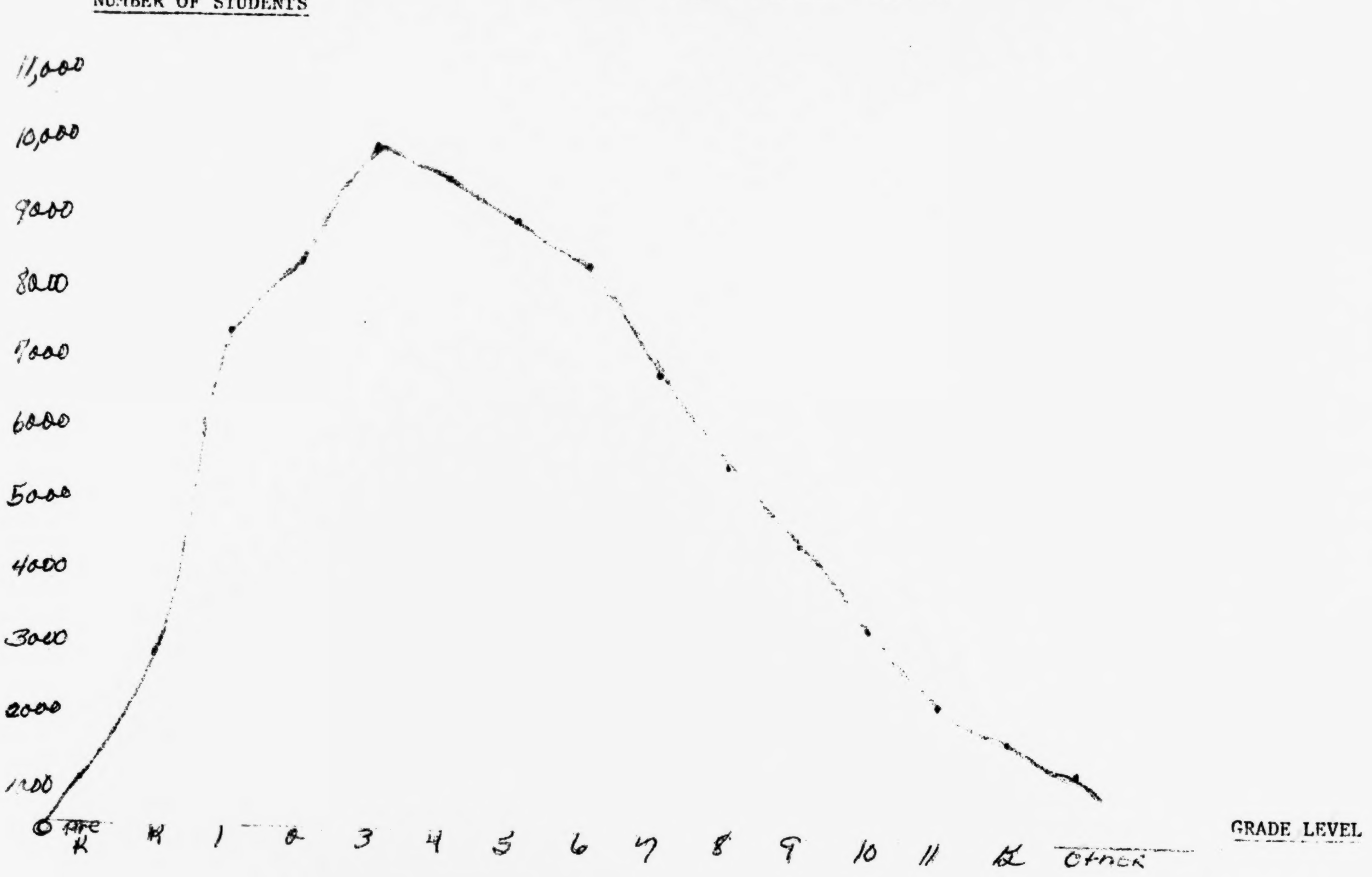
Following is a chart which shows the number of children by grade level involved in Title I during 1967-68:

Public	74,789
Non-Public	9,868
TOTAL	84,657

Total Number by Grade Level	Number of Children
Pre-K	1,268
K	2,926
1	7,440
2	8,465
3	10,150
4	9,576
5	9,045
6	8,455
7	6,898
8	5,724
9	5,139
10	3,370
11	2,832
12	1,811
Other	1,558
	84,675

The distribution pattern of the Title I population is shown in the following graph. Here we see that the majority of children involved in Title I projects during 1967-68 were in grades 2 through 6.

DISTRIBUTION BY GRADE LEVEL OF STUDENTS INVOLVED IN ESEA TITLE I PROJECTS 1967-68



A total of 6,343 people were directly involved in the planning and implementation of Title I projects in Wisconsin this year. These people worked in the following areas:

Title I Funded Employees	Full Time	Part Time	Total
Local Administrator	106	349	455
Teachers:			
Pre-Kindergarten	28	35	63
Kindergarten	75	80	155
Primary	670	535	1,205
Intermediate	577	471	1,048
Junior/Senior	390	323	713
Pupil Personnel	235	409	644
Non-Professional Aides	466	735	1,201
State Department Personnel:			
Administrative	1		1
Supervisory	3		3
Evaluation	1	2	3
Fiscal	3		3
Secretarial	2	1	3
Volunteers	104	742	846
TOTAL	2,661	3,682	6,343

In this report we will attempt to focus on the major factors that have contributed to serving the disadvantaged child through E.S.E.A. - Title I. The nature and extent of community and parental involvement in Title I will be discussed. A brief summary of cooperation between E.S.E.A. - Title I and other federally funded programs will be presented. A section of this report will be devoted to a description of the use and training of teacher aides in Title I projects.

Changes in the administrative structure and educational policies of the SEA and LEA will be identified. The nature and extent of the SEA's role in implementing Title I projects will be discussed through a focus on the staff visits made to LEAs this year.

Involvement of non-public schools and the use of State funds in Title I will be discussed.

An attempt to identify the characteristics of outstanding projects will be combined with actual examples [illegible] such projects.

In order to provide the reader with factual data on Title I, the second section of this report, under separate cover, will be devoted to a statistical analysis of the Title I child and his progress in the educational system. This section will complete our attempt to describe the influence of Title I on the culturally and educationally deprived children in Wisconsin.

With these general remarks in mind, we can now turn to a more detailed discussion of the operation of E.S.E.A. - Title I in Wisconsin during 1967-68.

TITLE I AND OTHER FEDERALLY FUNDED PROGRAMS

During 1967-68 Title I projects have operated in cooperation with ESEA Titles II, III, and VI, Headstart, Community Action Agencies, Vocational Rehabilitation Programs, Title XIX of the Social Security Act, NDEA Titles III and VA, Community Mental Health Centers under P.L. 88-164, the AOA Foster Grandparents Program, and "Follow Through."

Title VI

Provision for a working relationship between ESEA Title I and VI is evident in the Committee structure of the State Educational Agency. The Title Administrator sits on the advisory committee for Title VI projects. The Title I supervisor responsible for Title I projects in institutions for handicapped or delinquent students serves as a member of the committee responsible for approval of Title VI projects.

Throughout the year there has been frequent communication between Title I and Title VI personnel concerning local school districts that have Title I projects providing services for handicapped children. A list of these districts has been completed; it has proved to be a valuable reference for the administration of Titles I and VI.

Whenever feasible the Title VI Administrator has accompanied the Title I Supervisor on site visits to local institutions having Title I projects for handicapped or delinquent children. It is felt that this approach has been useful in assesing the quality of Title I projects and in obtaining ideas for planning projects for the future.

Special Institutions

There are a number of instances of co-operation between Title I projects and other federally funded projects in institutions for handicapped children. At the Wisconsin School for the Deaf the Title I project is operated in co-operation with the Title VI project administered by the Walworth Co-operative.

The Title I project at the Wisconsin School for the Visually Handicapped has been operating in conjunction with the Day School programs in Milwaukee, Madison, and Green Bay.

Vocational Rehabilitation Activities in Mendota State Hospital and at Central State Hospital operate in conjunction with the Title I projects in these institutions to provide occupational therapy services.

Medical assistance under Title XIX of the Social Security Act was utilized in conjunction with Title I projects in several institutions for handicapped children.

The AOA Foster Grandparents program was utilized in three Title I projects in institutions for handicapped children.

Title III

Title I also worked in close co-operation with Title III this year. Such co-operation is exemplified by the pooling of Title I funds with Title III funds in CESA 9. These joint funds were used to bring in visiting artists so that an intensive effort could be made to provide educationally deprived children with cultural enrichment experiences.

A second example of co-operation between Title I and Title III was the subsystem project in Milwaukee. This project was a joint effort of Title I and Title III which attempted to foster community involvement in Title I projects. This project will be discussed in detail on page 25 of this report.

Co-operation between ESEA Title I and III is especially evident in CESA #3. This CESA district includes twenty school districts, 19 of which have Title I projects. The objective of Title III in this area is to develop and maintain a Rural Pupil Personnel Model based on the concept of a "Fixed Point of Reference." This concept, an integral part of the regional model, envelopes the central point of referral, the diagnostic services, and the coordination of existing services. The staff maintained by CESA #3 receives its main funding from Title III. This staff is organized into a Child Study Unit consisting of four educational counselors, five and one-half psychologists, two social workers, a part time psychiatrist, a co-ordinator of Child Study Services, a curriculum co-ordinator, a counselor for retarded children in secondary grades, a nurse, a speech counsultant, and a Community Laison worker. This staff has been used in identifying, diagnosing, and placing students involved in Title I projects. The Title III staff has worked with Title I personnel in ongoing program planning and evaluation.

Personnel from Title III, Title I, and Headstart participated in the five day training period for Hearstart teachers. It is felt that this joint training approach has been effective in fostering unity among personnel from these programs.

The CESA #3 agency also works to coordinate services provided under Title III of the ESEA. These services include the Instructional Materials Center and mobile program.

By bringing together the personnel from Title III, Title I, and Headstart the CESA #3 agency has made a major effort toward developing coordination among these federally funded programs. The concept for a fixed point of referral has proven to be a valuable approach to dissemination of information concerning services available for disadvantaged children.

Title II

Cooperation between Title I and Title II of ESEA is exemplified in Shawano. Here Title I funds have been used in part for the building of libraries and Instructional Material Centers. Monies provided by Title II of ESEA have been used to obtain educational material for these libraries and materials centers.

The new materials and audio visual center at Shawano School operated by a full-time librarian and research assistant, and the libraries and materials centers at Keshena and Neopit Schools were all aided by funds from Title I and Title II.

A specific example of the cooperation between Title I and Title II is the fact that materials purchased through ESEA - Title II were made readily available to children participating in the Biology Project under Title I.

"Follow Through"

Cooperation between Title I and "Follow Through" has been especially close this year. Two major factors were initially responsible for fostering this cooperation. The first of these is the fact that the proposal for the $25,000.00 planning grant for "Follow Through" was written by the Title I administrator who is now responsible for supervising the use of these funds. The second factor responsible for this cooperation is the fact that the Director of "Follow Through" has a dual appointment -- also serving as a Title I consultant for Early Childhood Education.

Cooperation between Title I and "Follow Through" is exemplified in the 7 "Follow Through" conferences which were conducted throughout Wisconsin during the fall of 1968. These conferences have employed a team approach. Personnel from Title I, Title III, Headstart, and Follow Through have worked together in conducting workshops on Early Childhood Education for parents, teachers, teacher aides, community agencies and administrators.

The major purpose of these conferences has been to inform the public about Follow Through and to attempt to involve interested educators in the planning of Follow Through projects for 1968-69.

Including representatives from Headstart, Title I, and Title III in the conferences has provided information about the services available to local school districts through these programs. Information on Early Childhood Education acquired in the workshops has been useful in planning and evaluating Title I projects which involve children in this age group.

The project at Fond du Lac exemplifies an actual attempt to carry out the ideas which are discussed in these "Follow Through" conferences. This project may be considered an experimental "Follow Through" project because it attempts to offer a continuation of the Headstart project through involving former Headstart students in an extended school day. Although this project is now being funded and administered by Title I, consultation with representatives from Title III, Headstart, and "Follow Through" has been instrumental in planning and implementing the project.

Although cooperation among federally funded projects is encouraged by the State Educational Agency, it is actually implemented at the local level. Thus, determination of the extent of this cooperation may only be achieved by contacting district administrators, CESA directors, CAA personnel or Title I coordinators in the local school district themselves. It is for this reason that the above mentioned examples of cooperation between Title I projects and older federally funded projects serve to illustrate the nature of this cooperation rather than being descriptive of the extent of such cooperation.

In summary of these examples, it may be stated that Title I has worked with other federally funded projects in all aspects of program planning, implementation, and evaluation. This cooperation has served to increase the quality and extent of Title I projects. A major example of the advantage of such cooperation is the working relationship between Title I and "Follow Through."

COMMUNITY INVOLVEMENT

The nature of community involvement in Title I projects is, in large part, determined by the special needs within the community itself. This fact is exemplified by the Title I project at Madison's Abraham Lincoln Junior High School. One of the main objectives of this project was to open new lines of communication among school, home, and community, and to achieve parental approval and support for school activities. Teacher conferences were held frequently with individual parents. Many school activities were designed for the evening, thus encouraging parents to observe accomplishments of their youngsters. The Title I social worker and psychologist concentrated on home visits and held weekly conferences with the "core parents." It has been estimated by school personnel, that sixty sets of parents were directly involved to a high degree and that twenty sets of these were extremely involved in weekly contact. On a few occasions, the parents were taken to lunch or dinner.

An example of other assistance provided for these parents was referrals to welfare or community agencies that could be of direct aid to the entire family. Close cooperation with the South Madison Neighborhood Center maintained good communication among the school, the family, and other agencies in the area.

The Title I English Project in Berlin, Wisconsin also illustrates the fact that the nature of parental involvement is largely determined by the specific needs of the community. This project made a unique attempt to break down traditional barriers between home and school by conducting English lessons in the homes of four Spanish-speaking families.

Three nights a week, from 3:30 to 5:00 P.M., the teacher and her interpreter took school filmstrips, records, books and language masters to the home where students, their preschool brothers and sisters, and parents all took part in the lessons.

Classes at home varied from reading out loud and listening to records to reading the English verses shown on the filmstrips. On one of the first visits, the Title I teacher prepared a Spanish-English tape recording and worked with the family in repeating the recorded words and phrases.

The technique in presenting the filmstrip stories started with a review of the Mexican area. The next filmstrip presented a story about various areas in the United States, with a final film on the Wisconsin area. Fairy tales and legendary figures were also brought into the picture to keep interest and still assist in the learning process. "The preschool children are learning right along with their older brothers and sisters" commented one of the Title I teachers. The Instructional Materials Center funded by Title I was used as a major resource for this project. A variety of materials such as filmstrips, remedial reading equipment, records, and tapes are available at a minutes notice from the center.

Two of the families involved in the project have eight children and one of the families has six children. Three of the school age children involved in the project could not speak or read a word of English before being involved in the project.

Community agencies have also been involved in Title I projects. Making use of the resources provided by local community agencies has been helpful in identifying and in serving the needs of disadvantaged students. The Title I project at Marinette is illustrative of such use of community agencies.

In order to promote community support of Title I in Marinette, a series of conferences was held with representatives of parochial schools including principals, teachers, and parish priests. These conferences attempted to more closely coordinate educational activities, and to provide educators with information about Title I. The purposes of Title I and possibilities for projects supported by Title I funds were discussed. A conference was also held with the Diocese Educational Director. The staff members of the Local Educational Agency were given opportunities to express their ideas on improving and extending the program. PTAs in each of the schools invited the title I Coordinator to discuss the Title I program.

Cooperative Educational Service Agency #3 representatives were consulted and their suggestions noted. The local Mental Health Clinic, the police, the court and welfare services had contributions to make as did Head Start personnel.

Articles explaining the program were placed in the community's newspaper. Members of the District Board of Education reviewed the Title I program and presented their ideas during the evaluation of the program.

A second example of community agency involvement in Title I this year is the Title I project at Hayward, Wisconsin.

After it was noted that most students from reservation families had inadequate housing and were unable to complete homework assignmemts, it was decided to use Title I funds for the development of an Evening Study Center at Hayward, Wisconsin. The planning and operation of this center illustrates the advantages of community involvement.

Facilities for this study center were provided by the Lac Court O'Reilles Tribal Council which donated the use of the old administration building basement. Tables and benches were constructed by the neighborhood youth corps. Vista volunteers contributed time and energy to the project.

The Title I staff has commented that "much of the success of this program is owed to the people of Reserve and surrounding areas of the Reservation." Through the effort of the Home Visitor, parents made special efforts to encourage their children to attend. The Great Lakes Inter-Tribal

Council Community Action Porgram Coordinator was very effective in publicizing the center and encouraging attendance.

Other individuals who cooperated in this program were from the Sawyer County Welfare Department. A member of the Social Services staff also attended meetings at the center. VISTA workers were at every session. Parents of participating students came to the center as well as members of the Tribal Council.

Due to this joint effort of members of the Great Lakes Inter-Tribal Council, VISTA volunteers, neighborhood youth corps, home visitor, representatives from the Sawyer County Welfare Department, and the Title I staff, it was possible to provide study facilities for 60 Indian children ranging from grades 7-12. The Study Center was established with 2 teachers specifically trained in math and science as these subjects were identifed as those where the majority of the students needed the most help. One of the teachers was also a guidance counselor. The procedure was tutorial in nature, except for a class in basic arithmetic.

When participating students were surveyed as to their desires concerning improvement of the Study Center the most frequently mentioned improvement was "to have the center open every night."

It is significant that the Lac Cour O'Reilles Tribal Council has voted to remodel a former CCC building at Reserve in order to provide a better facility for the future operation of a Study Center. This building will also house a small library.

The Sub System approach in Milwaukee represents an unusually comprehensive attempt to foster parental and community agency involvement in the development of Title I projects. This project directly involved parents in a committee designed to define major objectives of Title I in Milwaukee.

Committee members included the following:

Parents
Representatives from Parochial Schools
Headstart Advisory Committee Members
Members of Local Parents Action Groups
Members of North Division Parents for Better Education
Representatives from the Inner City Development Office - Walker Square Group
Representatives from Follow Through Day Care Centers
Representatives from the Urban League Unwed Mothers Program
Teachers from Five Elementary and Five Secondary City Schools
Twenty-seven Elementary and Secondary Coordinators
Five principals from Schools Without Coordinators
Members of the Social Development Commission
Eleven Representatives from the Central Education Office
The Title I Coordinator for Milwaukee
State Educational Agency Title I Administrator
The State Department Title I Supervisor for Milwaukee

Four meetings with the Committee as a whole were conducted in order to discuss the objectives of the Committee. Approximately 78 people were involved in these general meetings.

The Committee was then divided into four major groups which met in four local areas of concentration at North High School, South High School, West High School, and Lincoln High School.

The Milwaukee Department of Psychological Services and Educational Research conducted a survey of teacher's perceptions of student needs. The results of this survey were reported back to the Committee as a whole for their consideration.

Each of the four subcommittees prepared a report on the priority of needs in their local areas.

The results of the teacher survey and the subcommittee reports were discussed by the Committee as a whole. Approximately twenty-five meetings were held in local and general sessions.

A Project Development Committee was set up to summarize the major findings of the Committee. The following were found to be major objectives of Title I in Milwaukee:

1. Physical and Mental Health
    a) Improve physical health
    b) Improve nutritional health
    c) Improve emotional stability
    d) Improve social stability
    e) Improve self-image
    f) Improve attitudes toward school and education

2. Cultural Awareness
    a) Increase participation in creative activities
    b) Increase awareness of available cultural opportunities
    c) Develop an appreication of cultural heritage

3. Social Adequacy
    a) Improve attitudes toward their role in society
    b) Improve behavioral patterns
    c) To establish realistic appraisal of material needs
    d) Improve attitudes toward peers, family relationships, school, and work
    e) Develop acceptable manners, grooming, and methods of communication.

4. Community Awareness
    a) Improve child's knowledge of community in which he lives
    b) Increase home-school communications in order to understand local community problems which effect the child

5. Academic Proficiency
    a) Raise the level of performance in the basic skills
    b) Develop oral and written skills
    c) Raise the occupational and/or educational level
    d) Increase the motivation to learn

6. Recreational Activities
    a) Improve physical coordination and muscular development
    b) Increase participation in extra-curricular activities to improve use of leisure time
    c) Increase participation in self-expression activities
    d) Develop good sportmanship

The above objectives as determined by the Liaison Committee in Milwaukee were utilized in planning Title I projects for 1967 and 1968.

In order to foster community involvement in Title I, the Title I Administrator devotes part of his time to meeting with various community representatives. During these meetings he makes information about Title I available to these representatives, and answers any questions they may have in regard to Title I.

These meetings are quite diverse in nature. The Title I administrator may lecture at local schools or colleges on the nature of Title I. He may meet with Federal education agency representatives to discuss cooperation among federal programs in Wisconsin, or he may meet with teacher associations to discuss teaching of the disadvantaged child.

Joint meetings involving parents and special community groups interested in providing compensatory education for their children are often attended by the Title I Administrator.

PARENTAL INVOLVEMENT

Involvement of parents in the implementation of Title I projects has taken various forms during 1967-68. All LEA administrators were asked to respond to the question "How are parents being involved in your Title I program?" The responses to this question are as follows:

PARENTAL PARTICIPATION IN TITLE I

Nature of Participation	Number of Responses
Attended parent-teacher conferences	248
Teacher made home visits	79
Helped in evaluation program	71
Acted as chaperones	66
Helped children with homework	65
Attended school classroom visitation	48
Teacher aide as volunteers	39
Received letters from school about Title I program and their child's progress	12

Assisted in program planning and policy formation	11
Attended school open house	10
Attended conferences with a special consultant (social worker, speech therapist, etc.)	8
Acted as reading mothers	4
Acted as library assistants	4
Nurse's aide	1
Parents weren't involved	13
No response	15

An outstanding example of parental involvement in the implementation and evaluation of Title I programs is the Reading Mothers project at Phillips, Wisconsin. One of the major objectives of this project was to stimulate the mothers to spend more time with their children at home and at school, thus familiarizing them with their children's learning experiences.

There were twelve "Reading Mothers" selected to carry on story time and related growth and development activities for sixty-two four-year-olds for an hour and a half three times a week during the second semester. A team of two "Reading Mothers" were selected for every cluster of seven or eight culturally and socially deprived four-year-olds. They alternated the story line possibilities with a different mother on each of the three days. According to the "Reading Mothers" Daily Reference Book, there were few absences and only for reasons of illness.

Parents were involved in the evaluation of this project by responding to the following questionnaire:

QUESTIONNAIRE

1. Do you think the "Reading Mothers" Project for Four-Year-Olds is worthwhile? Yes 100% No_____

2. Do you think the "Reading Mothers" Project for Four-Year-Olds should be extended to a two-hour session instead of an hour and a half three times a week? Yes 26% No 74%

3. Does your child enjoy going to this new "Reading Mothers" class? Yes 100% No_____

4. Have you noticed any difference in your child's development
    a) as to general activity related to growth? Yes 93% No 7%
    b) as to practical skills? Yes 94% No 6%
    c) as to remembering? Yes 94% No 6%
    d) as to understanding? Yes 97% No 3%
    e) as to general knowledge? Yes 93% No 7%
    f) as to attitudes and interests? Yes 100% No____

A questionnaire approach was used by a majority of school districts this year as a means of involving parents in the evaluation of Title I projects.

Parents were also involved in evaluation by voicing their opinions at parent teacher conferences or during home visits made by teachers. Following are some of the comments made by parents in their evaluation of Title I "Reading Mothers" project at Phillips.

> "I believe this is the best thing that ever could happen for my son. Before "Reading Mothers" not much interest in educational projects and now he wants to print his name, draw pictures, and is starting to learn colors. Also, he sees other children dress themelves and takes more interest in trying to dress himself. I have another son who will be going to school and hope "Reading Mothers" will continue so he may have the privilege of going."

> "It has helped to teach sharing among the boys and girls. My son has always been used to being with the talking to adults, so this class was a big adjustment for him. He has gotten over being shy with children his own age. It is a little too early yet to tell how some of the other things affect him."

The following evaluation by a Title I kindergarten teacher offers a different view of the effects of the "Reading Mothers" project.

> "The children involved in the "Reading Mothers" project showed the following qualities and abilities:
>
> 1. Creative expression in their art work.
> 2. The majority know how to print their names.
> 3. Become acquainted much faster.
> 4. Know the names of the colors, especially red, yellow, blue, and green.
> 5. Create with everyday materials.
> 6. Feel more freedom in self-expression.
> 7. Enjoy story-time to the fullest and ask many worthwhile questions about the story.

8. Attention span is longer.
9. Are good listeners.
10. Are trained to use the bathroom.
11. Can dress themselves--zip and button.
12. Can sit "indian style" on the floor without being shown how."

Parents were also closely involved in implementing the Summer Program for Handicapped Pupils conducted in West Allis by acting as volunteers. This project for mentally and physically handicapped pupils was designed to meet the needs of handicapped pupils who were considered educationally disadvantaged. Any pupil enrolled in a special education class within the school district was given an opportunity to enroll in the program. Pupils were transported from their homes to the Irving Orthopedic School and attended classes conducted daily from 8:30 a.m. until 3:30 p.m. Classes were organized to offer a wide variety of learning experiences. A total of one hundred and fifteen pupils were enrolled representing several communities throughout the Milwaukee metropolitan areas.

The program was organized so that each pupil participated in a wide range of activities and experiences which were directed and supervised by personnel qualified to function in their respective roles. Eighteen paid staff members had specific responsibilities and were assisted by approximately forty volunteer workers which combined to make up a teacher-pupil ratio of approximately one to two.

The program was evaluated by parents, teachers and pupils. Parents responded most positively to the effectiveness of the total program. Pupils indicated the greatest degree of positive response toward the opportunity to play with other pupils. The staff rated the physical education program as being the most successful aspect of the program. Seventy-two percent of the staff rated the contribution of the teacher assistants as outstanding.

In summary, parents were involved in the planning, implementation, and evaluation of Title I projects through acting as members of planning committees, talking with teachers, acting as volunteers, teacher aides, and by responding to evaluation questionnaires. They have also received direct services from Title I projects through the receipt of welfare and educational services. Community agency involvement in the planning and implementation of Title I projects is exemplified by the above descriptions of the Title I projects at Marinette, Milwaukee, and Hayward, Wisconsin.

THE INFLUENCE OF E.S.E.A. TITLE I ON STATE AND LOCAL EDUCATIONAL AGENCIES

The following changes have been initiated within the State Education Agency this year:

1. A revision in the format for project applications to more closely correlate Title I objectives, project description, and evaluation.
2. Increased emphasis on provision of services for disadvantaged children in the lower grades.
3. Increased stress on the importance of identifying the individual needs of the disadvantaged child.
4. Assumption by the Title I supervisors of major responsibility for explicating guidelines and procedures to the local education agencies.
5. An increased emphasis on providing comprehensive programs designed to meet individual rather than group needs.
6. Increased involvement of non-public school personnel in the planning of Title I projects. These include personnel from ESEA Title V A, Title II, Title III, Title IV, NDEA Title III, NDEA Title V, and the Bureau for Handicapped Children.

The following changes have occurred within the SEA in relation to Federal interpretation of Title I:

1. A closer working relationship has been established between Title I and other related personnel within the Department of Public Instruction.
2. More accountability has been evident in Federal reporting on ESEA - Title I.

In reaction to the above mentioned changes within the State Department of Public Instruction, the following changes have been noted in public and non-public local education agencies:

1. Title I projects have increased emphasis on preventative rather than curative programs.
2. There has been more hiring of personnel in lieu of purchasing equipment.
3. Greater sensitivity to the needs of Title I students has been achieved.
4. Per pupil expenditure has increased appreciably.
5. Project implementation and planning has become more efficient.
6. There has been an increase in projects designed to give supportative assistance and an accompanying decrease in projects designed to provide training in skill areas.
7. More careful screening of Title I students has been devised.
8. Ongoing evaluation of the needs of Title I students has increased.

In order to obtain confirmation about the influence of E.S.E.A. - Title I on the educational policies and administrative structure of the local educational agencies, a questionnaire was sent from the Department of Public Instruction, the office of Mr. Frank Brown, Administrator for E.S.E.A. - Title I in Wisconsin. It read:

> Many educators throughout the State have been saying that certain changes in the school curriculum, organization, etc., are the result of Title I - E.S.E.A. Please list the changes in your school other than those directly associated with Title I.

This questionnaire was sent to 485 districts in the State. Two hundred eighty-eight of the districts responded to it. Following an analysis of the responses, they were systematically categorized into three classifications:

Effects on Teachers and Special Staff Members, Effects on School Curriculum and Organization, and Effects on the Students. It is with these three classifications in mind that the following results are presented. The questionnaire was completely unstructured so that schools could respond about any and all changes which have taken place. These results are, thus, those experienced and reported by the schools and do not reflect a subjective evaluation by the Title I office.

Effects on Teachers and Special Staff Members

Title I affiliation has reportedly prompted changes which affect the classroom teacher and the "specialist." There has been an increase in the use of team teaching and teacher aides as well as new procedures and techniques being applied.

Team teaching has been implemented in many different forms. One school system initiated diagnostic teacher-specialist form treatment teams while another has reading specialists, classroom teachers, the psychologist, speech therapist and school nurses working together. Another district has interns in the elementary grades working with cooperating teachers.

Teacher training is a second area of change reported by the districts. These changes covered a wide area from attendance at summer school sessions to update competencies, inservice training centering about the theme "Teaching the Disadvantaged," workshops dealing with the education of American Indian students, to demonstrations pertaining to the diagnostic identification of Title I target students.

Due to Title I introduction in many Wisconsin schools, the use of teacher aides has reportedly increased. One district stated:

> "Teachers have complained and with considerable justification, of having to devote too much of their professional time to tasks which could be handled by assistants and aides. The introduction of teacher aides has enabled greater concentration on the individual child, his needs and his problems."

Aides have been incorporated into schools to supervise lunch rooms and playgrounds, assist in field trips, perform time-consuming record keeping, and other tasks which take a considerable amount of time from the precious minutes available for classroom preparation and instruction.

Finally, due to observable success with the addition of "specialists," in previous Title I programs, many districts have reorganized their pupil service divisions to include psychologists, psychiatrists, guidance counselors, and curriculum advisors. Other districts have focussed primary attention on the physical needs of the individual student and have thus incorporated nurses and speech therapists.

If we are to accurately assess the effect of Title I on teachers within the Wisconsin school districts, it is necessary to be cognizant of the resulting changes in teaching procedures. Three particular areas have been reportedly changed because of Title I: Use of Audio Visual Equipment, New Teaching Techniques and Methods being Implemented, and the Use of New Materials.

A large percentage of responding districts reported increases in the use of audio-visual equipment. Some of the districts have expanded uses already begun under Title I while others have expanded to include use in all phases of the curriculum. Many of the districts have incorporated extensive AV equipment in developmental reading classes. One district stated: "Teachers have requested AV equipment to be ordered for their individual classrooms. For example, we now own twelve tape recorders equipped with multiple listening units."

After becoming more aware of the backgrounds involved with the individual students, teachers are also reportedly revising methods and procedures of teaching. One school noted a change in atmosphere from a teacher-dominated classroom to one of student participation.

Teachers are, too, becoming more effective as they gain a greater understanding of the student's background. This is being accomplished through better communication with the homes. Many school districts have experienced better relationships with parents as a result of Title I and are continuing and augmenting their attempts to involve them in the programs of the school, thereby, creating a greater awareness of their children's needs. Some schools have accomplished results through the assistance of social workers acting in liaison capacities, encouragement of mother-volunteer programs, and increased communication and coordination of curriculum planning and textbook selection between public and private schools. More "home visits" by teachers and special staff members are taking place, parents have entered into various phases of planning and evaluation, and many night conferences, classes, and extension courses have been introduced for parents.

Effects on School Curriculum and Organization

The second area which reportedly has been greatly affected by Title I is school curriculum and organization. Changes were reported in the areas of reading programs, math programs, motor-training programs, kindergartens, summer schools, and other academic areas.

Reading program changes were undoubtedly the most frequently experienced and reported by the school districts as a result of title I. Districts acknowledged changes ranging from increased interest in remedial reading to a complete revision of the reading curriculum K-12.

Many districts noted the use of reading readiness tests in kindergarten and first grade, more effective teacher evaluations of reading programs, the introduction of linguistic reading, and more individualized programs.

Math programs have also undergone considerable change. Among the most frequently reported in this area were the initiation of summer transitional and improvement classes, beginning of a non-graded program, introduction of remedial math, reorganization of the curriculum to meet the needs of the student, the use of more concrete experiences such as the manipulation of items to show number concept, and "the adjustment of some classes to be less erudite and abstruse..."

Due to emphasis on motor-training in some Title I project schools, similar training is now being carried on in some kindergartens. There has also been a realignment of physical education classes to provide more emphasis on coordinative and special aspects of physical development in a number of schools, and motor-percpetual workshops are being conducted for special education and kindergarten teachers.

In many districts, Title I was responsible for the introduction of kindergarten and summer school. Due to the evidenced success of these programs, they have been continued and expanded. One system put it this way:

> "Our district in large measure is made up of conservatives. If it had not been for Title I, we would probably still not have kindergarten education as a part of our curriculum. The board of education saw fit to continue kindergarten education with the regular budget financing it and it was accepted by the community to the point where practically every eligible child is now enrolled in our program."

Other specific academic changes in the realm of curriculum improvements have evolved as a result of Title I. Many districts have incorporated more field trips, a greater emphasis on communication skills, and they have expanded their remedial programs. It has been reported that course offerings are becoming more flexible, enabling more research to be done by the students. One district noted that their teachers are on a 12-month contract so that summer months can be spent for curriculum development. Another noted a greater emphasis on vocational education courses.

Due to curriculum changes, libraries have also been affected. With new course offerings schools have reported that there has been an increase in library use and this increase was visible both on the part of students and teachers.

A recognizable overlap with "Curriculum Changes" exists with a division of "organizational revisions;" however, several changes have resulted above and beyond those previously mentioned. Modular scheduling has been introduced in some schools, there has been an increase in administrative staff assistants, a greater emphasis has been placed on the revision of the student records and attempts have been made to revise methods of grading the students.

Effects on Students

Finally, Title I affiliation has reportedly prompted changes for the student in Wisconsin schools. Due to the installation of better procedures and more interesting instructional techniques (as a direct result of Title I participation) better attitudes toward school are being generated and these attitudes in turn have in many situations resulted in less absenteeism. There has even been a lower dropout rate and actual increase in the number of students who continue their education after high school occurring in certain areas. One district speculated in its questionnaire response that the reason for better attitudes toward school stems from the fact that schools are becoming more involved and concerned with the total program of the student. Many districts reported changes in their extra-curricular activities, and one school system pointed to enrichment by competitive participation in music festivals at the regional and state level. Another has a high school graphic arts group assuming the responsibility of printing the school newspaper which was previously printed commercially.

The student is also being affected by improvements in provisions for his physical health. Not only have more nurses been added to district staffs of "special services" but more emphasis has been placed upon vision, hearing, and dental examinations. Districts have observed that there seems to be a better general awareness of health conditions on the part of the teachers.

Growing. effective guidance departments staffed by psychologists, psychiatrists and counselors are also benefitting the student. Changes within these departments have included expansions, revisions, and in some cases districts have recognized the value of implementing guidance programs in the early elementary grades.

The student is being affected by changes which have taken place in testing procedures, ability grouping, individual instruction and grading systems.

Many school districts, in an attempt to better reach the individual student, have stressed all types of tests to enable more accurate student placement. Included with these changes in pre-kindergarten screening which reportedly "reveals a better picture of the student's background for the teacher." One district has initiated a unified testing program for K-12, another reports a curriculum study group on testing which works with teachers on evaluation of test scores and their significance to more meaningful teaching of recognized weaknesses. It was pointed out by one school district: "If appropriately placed in a group according to ability, each child can taste success at his own level of ability rather than toil at a certain grade level at which he accomplished very little." By good systems of grouping, the schools are reportedly succeeding in reducing the student-teacher ratio and, thus, providing more individual instruction. One school district stated: "Our classroom teachers have become cognizant of the benefits to children and to their instructional procedures from a greater emphasis on individual instruction."

School districts have pointed to one final change which has had "profound" effect upon students--that being the introduction of ungraded subjects. Indicative of many school district statements is the one which stated:

> "Because of the importance of preventing failure in grade one, we are discontinuing marks in the academic subjects in kindergarten, grades one and two, and we have substituted several parent conferences for the marks."

In conclusion, it is obvious that changes have occurred as a result of Title I affiliation. It would be difficult to measure the extent or future success of these changes; however, for the present it is encouraging to read a school district's statement such as the following:

> "We should be able to provide for the many needs of all youth so that each individual student may fully utilize his potential to

> "the fullest and become a very self-sufficient, self-respecting citizen in our society. It is through and as a result of programs such as Title I that we can reach people and students on very intimate relationships and try to help solve some of the misfortunes in their lives."

Another district put it this way:

> "We still have a long way to go, but evidence of change is noticeable, and it is plain to see that some of the students who had given up, now feel that there is a chance for some success. With some individual help, their self-image has improved, and consequently their self-confidence has improved also. They now dare to express themselves once in a while in class discussions and make some contributions to their classes."

STAFF VISITS

In 1967-68 the Title I supervisory and administrative staff made a total of 237 staff visits to Local Education Agencies participating in ESEA - Title I. One hundred of these visits were for discussion of program development. One hundred five were for discussion of program operation. Twenty of the staff visits were devoted in part to a discussion of the following topics: audits, inservice meetings, application clarification, CESA meetings, and regional meetings. Twelve were for discussion of evaluation. Thus, forty-two percent of these visits dealt with program development, forty-four percent dealt with program operation, five percent dealt with evaluation, and nine percent were for other topics . Supervisory staff visits have been included in the category of visits devoted to program operation. During a supervisory visit, the Title I supervisor and/or administrator observed the operation of the Title I project. At this time, the supervisor and/or administrator discussed the degree to which the Title I program was achieving its intended objectives with the Title I personnel at the local school. Often recommendations and suggestions for improving the program's operation were made and discussed. These visits were followed by a supervisory report to the local school. The following chart shows the number and type of staff visits:

STAFF VISITS

Nature of Visit	Program Development	Program Operation	Evaluation	Other	Total
No.	100	105	12	20	237
%	42%	44%	5%	9%	100%

The major benefit resulting from these visits has been the clarification of questions relevent to Title I program development and operation in line with Title I philosophy and criteria. Several problems were resolved regarding procedures for project application. A number of visits were devoted to clarification of fiscal procedures and policies. The use, labeling, and inventory of equipment and instructional materials was often discussed on supervisory visits. The regional and the cooperative education service agency meetings were helpful in promoting cooperation among various groups participating in Title I. The State Department personnel made themselves available as resource people for local districts' inservice meetings.

Attempts have been made to encourage local districts to focus on the development of realistic behavioral objectives during staff visits. The Title I supervisory personnel have encouraged local Title I personnel to relate these objectives directly to changes in behavior or academic performance observed in Title I students at the time of evaluation. The importance of ongoing observation, anecdotal records, and locally developed measures has also been stressed in an effort to increase the quality and relevancy of program evaluation.

In response to a questionnaire asking "Was the State Department Title I office helpful to you this year?" 348 district administrators answered "yes," 20 answered "no," and 28 did not respond to this question.

STATE FUNDS

State funds have been used in conjunction with Title I - ESEA funds in a number of local school districts during 1967-68. State funds have also been utilized in conjunction with amendment 89-313 of Title I - ESEA funds in several institutions for handicapped children.

In general, where compensatory special education or speech correction programs have been devised for handicapped children in local school districts, the Department of Public Instruction, Bureau for Handicapped Children has appropriated the following level of State funds to be used in conjunction with Title I - ESEA monies:

Salaries of Certified Personnel	70%
Books	70% of $100.00
Equipment	70% of $100.00
Lunch	30¢ per lunch
Transportation	70% of funds over and above general aid.

The remaining 30% of salaries and additional amounts for approved instructional equipment and materials were assumed by Title I - ESEA.

Following is a list of local school districts that had special education programs (not including speech correction) for handicapped children jointly funded by Title I - ESEA and State funds as described above.

Barron
Cassville
Chippewa Falls
Clintonville
Elk Mound
Galesville
Gilman
Hortonville

Hudson
Independence Cooperative
Jefferson
Lake Geneva
Lake Mills
Markesan
Merrill
Milwaukee
Mosinee
New London
Onalaska
Owen-Withee
Osseo
Plymouth
Potosi
Prairie du Chien
Shiocton
Thorp
Waunakee
West Allis

TOTAL NUMBER: 28

Following is a list of local school distircts which had speech correction programs jointly financed by Title I - ESEA and State funds during 1967-68 school year.

Altoona
Arcadia
Blair
Bristol Jt. #1
Chippewa Falls
Clintonville
Cornell
Eleva-Strum
Fairchild
Gilman
Granton
Greenwood
Independence
Iowa-Grant
Lake Holcombe
Loyal
Merrill
Muscoda
New London
Owen-Withee
Platteville
Potosi
Prairie du Chien
Reedsville
Sheboygan
Shell Lake
Stevens Point
Taylor
Thorp
Tomahawk
Waukesha
Wautoma
Whitehall
Wonewoc

TOTAL NUMBER: 34

State funds have been utilized in an attempt to encourage local education districts to provide educational services for handicapped children.

In all instances where State Aid was utilized in programs for handicapped children, the establishment of classes for the handicapped under Title I of the Elementary and Secondary Education Act of 1965 was subject to the approval of the Bureau for Handicapped Children and the State Administrator of Title I - ESEA.

Accounting for all receipts and expenditures was made through clearing account series 4000 title I - ESEA (P.L. 89-10). Reimbursement was made by the State on the same basis as for other approved programs for the handicapped. The balance of approved costs was covered with Title I - ESEA funds.

Four major criteria were used by the Department of Public Instruction Title I staff in the approval of Title I allocations for speech correction and other special education programs for handicapped children. All teaching personnel in the program had to be properly certified. The project activity had to be communicated to the Department of Public Instruction, Bureau for Handicapped Children, and the LEA had to show that they had taken advantage of State funds available through the Bureau for Handicapped Children. Finally it was stressed that the services to be funded through Title I - ESEA should be supplementary-providing services above and beyond those normally available to handicapped children in the local district.

In addition to the use of State funds in conjunction with Title I funds in local school districts having speech correction and other speical education programs for handicapped children, Title I - ESEA funds under P.L. 89-313 have also been used with State funds to provide similar programs for children in several State operated or supported institutions for handicapped children during 1967-68. Following is a list of special institutions where amendment 89-313 Title I - ESEA from the Department of Public Instruction, Bureau for Handicapped Children, and the State Department of Health and Social Services funds and State funds were used to provide speech correction or special education programs for handicapped children during 1967-68.

Operated by Department of Public Instruction, Bureau for Handicapped Children

The Wisconsin School for the Deaf
The Wisconsin School for the Visually Handicapped

Operated by Department of Health and Social Services:

Central State Hospital - Waupun
Mendota State Hospital - Madison
Winnebago State Hospital - Winnebago
Children's Treatment Center - Madison
Central Wisconsin Colony and Training School - Madison
Northern Wisconsin Colony and Training School - Chippewa Falls
Southern Wisconsin Colony and Training School - Union Grove

Total Number 9

A detailed discussion of these Title I projects may be found in "Wisconsin State Annual Evaluation Report, ESEA - Title I, P.L. 89-313, Projects for Children in Schools Supported or Operated by State Agencies."

All of these institutions were State supported during 1967-68. The first two were administered by the Department of Public Instruction, Bureau for Handicapped Children. The remaining seven were administered by the State Department of Health and Social Services. ESEA - Title I funds were allocated to these institutions by the Title I office of the Department of Public Instruction. Before Title I funds were allocated to these institutions, the Title I office determined that the institution had taken advantage of all other possible sources of State or Federal funds.

The following chart summarizes the number, location, and type of projects for handicapped children which were jointly funded by ESEA - Title I and State funds from the Department of Health and Social Services or the Department of Public Instruction, Bureau for Handicapped Children.

LOCATION AND TYPE OF PROJECT	SOURCE OF STATE FUNDS	SOURCE OF FEDERAL FUNDS	NUMBER
Local School District	DPI, BHC	ESEA - Title I	
Special Education			28
Speech Correction			29
Special Institutions	DPI, BHC Dept. of Health & Social Serv.	89-313 Amendment to ESEA - Title I	9

There were no compensatory programs supported entirely by State funds during 1967-68.

State aid to local school districts having compensatory education programs during 1967-68 was in the form of general aid. Thus, it is impossible to determine what percent of this funding has been utilized to assist disadvantaged children eligible for participation in ESEA - Title I programs.

INVOLVEMENT OF NON-PUBLIC SCHOOL STUDENTS IN E.S.E.A. - TITLE I

This year 9,868 non-public school children were involved in Title I projects in Wisconsin. Thus, non-public school children represent 13% of the total number of all children involved in Title I projects during 1967-68. Two hundred fourteen public school districts conducted Title I projects which included these non-public school children. Following is a list of Wisconsin school districts that included non-public school children in their 1967-68, E.S.E.A. - Title I projects.

NON-PUBLIC PARTICIPATION IN TITLE I PROGRAMS

School	No. of Non-Public School Children
Algoma	60
Amherst	17
Antigo	116
Appleton	32
Arcadia	54
Ashland	11
Athens	27
Auburndale	32
Baldwin-Woodville	3
Bangor	15
Baraboo	58
Bayfield	22
Bear Creek	22
Beaver Dam	62
Beloit	26

Beloit-Turtle	17
Berlin	121
Black River Falls	26
Bloomer	43
Bloomington	45
Bonduel	37
Brillion	56
Bristol	1
Brown Deer	2
Burlington	8
Cadott	21
Cambria	2
Campbellsport	17
Cashton	33
Cassville	42
Cedar Grove	21
Cedarburg	2
Chilton	56
Chippewa Falls	163
Clintonville	74
Colby	42
Columbus	28
Cuba City	38
Cudahy	12
Darlington	31
Denmark	37

De Pere	67
De Soto	10
Dodgeville	42
Durand	94
East Troy	22
Eau Claire	77
Edgar	25
Elkhorn	24
Ellsworth	18
Fennimore	12
Fond du Lac	108
Fort Atkinson	17
Franklin	31
Freedom	58
Glenwood City	7
Glenwood City Cooperative	16
Glidden	13
Grafton	16
Greenbay	68
Greenfield	2
Greenlake	4
Greenwood	18
Hamilton	99
Hayward	47
Hazel Green	50

Hilbert	30
Holmen	3
Horicon	32
Hortonville	19
Hudson	19
Hurley	10
Hustisford	15
Independence	18
Ithaca	6
Janesville	25
Jefferson	48
Juneau	3
Kaukauna	71
Kenosha	128
Kewaskum	50
Kewaunee	39
Kiel	8
Kimberly	15
La Crosse	260
Ladysmith	26
Lake Geneva Cooperative	28
Lake Mills	17
Lancaster	18
Lena	10
Lomira	34

Loyal	22
Luxemburg	85
Madison	15
Manawa	7
Manitowoc	104
Marathon	25
Marinette	141
Markesan	7
Marshfield	160
Mauston	46
Mayville	16
Medford	93
Menasha	69
Menomonee Falls	35
Menomonie	13
Merrill	84
Middleton	1
Milwaukee	1,491
Mineral Point	28
Mishicot	24
Mondovi	28
Monroe	21
Montello	10
Mosinee	14
Mount Horeb	8

Mukwonago	7
Moscoda-Blue River	10
Muskego-Norway	23
Neenah	44
Neillsville	90
New Berlin	3
New Holstein	37
New London	25
North Fond du Lac	18
Oconomowoc	7
Oconto	66
Oconto Falls	22
Onalaska	17
Oostburg	13
Oregon	5
Oshkosh	40
Owen-Withee	58
Paris	12
Park Falls	50
Pewaukee	25
Phillips	28
Pittsville	142
Platteville	19
Plum City	35
Plymouth	15

2

Portage	15
Port Washington	17
Potosi	55
Prairie du Chien	121
Prescott	9
Princeton	2
Pulaski	75
Racine	186
Random Lake	32
Raymond	3
Reedsburg	36
Reedsville	77
Rhinelander Jt. 1	19
Rice Lake	43
Richland Center	34
Ripon	4
River Falls	23
Rochester	4
Rosholt	43
Saint Francis	8
Sauk Prairie	40
Sevastopol	31
Seymour	25
Shawano	303
Sheboygan	47

Slinger	17
South Milwaukee	11
Southern Door County	5
Sparta	7
Spooner	18
Springfield	46
Spring Green	52
Stanley	55
Stevens Point	135
Stockbridge	81
Stoughton	2
Stratford	74
Sturgeon Bay	37
Superior	98
Suring	16
Thorp	65
Tigerton	4
Tigerton Cooperative	7
Tomah	21
Tomahawk	19
Two Rivers	13
Vernon, Big Bend	6
Washburn City	9
Waterford	18
Waterloo	49

Watertown	92
Waukesha	20
Waunakee	42
Waupun	13
Wausau	172
Wausaukee	17
Webster	44
West Allis	54
West Bend	76
West De Pere	110
Weston	19
West Salem	19
Weyauwega	32
Wheatland	4
Whitewater	5
Wild Rose	21
Wilmot Cooperative	5
Winter	2
Wisconsin Dells	51
Wisconsin Rapids	116
Wittenburg	14
Whitnall	20
Wonewoc	8
Wrightstown	23

TOTAL SCHOOLS 214 TOTAL 9,868

In 1966-67 it was projected that 19,590 non-public school children were involved in Title I projects in Wisconsin. This decrease in the number of non-public school children involved in Title I projects this year in comparison to the number involved last year is partially explained by the overall decrease in the number of non-public school children throughout the State. In 1966-67 there were 890,434 public school students and 264,226 non-public school students in Wisconsin Schools. In 1967-68, however, public school enrollment rose to 921,032 students while non-public school enrollment fell to 251,020. This represents a decline of 13,206 non-public school students from 1966-67 to 1967-68.[1]

A second factor that must be considered in explanation of this decrease in the number of non-public school children involved in Title I projects during 1967-68 in comparison to the number involved in 1966-67, is the strong possibility that last year's count was not an unduplicated count.

Thus, the same student may have been counted for each phase of the Title I project that he participated in. This year if a student participated in a number of different phases of a Title I project, he was only counted once.

A third factor responsible for the decrease in the number of non-public school children involved in Title I projects this year in comparison to last year, is the fact that last year the count of non-public school children included children from non-public schools that were not in operation at the time of the project. Thus, if a student normally attended

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1. "Comparison of Public and Non-Public School Enrollment" - Information Systems Division, State Department of Public Instruction, November 24, 1967

a non-public school during the regular school year and was enrolled in a Title I project during the summer, he was still counted as being a non-public school student. This year, however, if a student attended a Title I project during a period of time when the non-public school he attended during the regular year was not in operation, he was counted as a public school student. Thus, the count of non-public school students this year only reflects the number of students from non-public schools who attended Title I projects during the regular school year--it does not include students from non-public schools who attended Title I projects during summer school.

During 1967-68 non-public school children participated in Title I projects by attending projects conducted in public schools. These projects were conducted during the regular school day, during the summer, and after the regular school day. Non-public school children were involved in the same type of Title I projects as were public school children. Since they actually participated in the same projects as did public school children, the quality of projects that non-public school children participated in is not distinguishable from the quality of Title I projects in general.

In some cases public and non-public school personnel were jointly responsible for the planning of Title I projects involving public and non-public school children. The State Department E.S.E.A. - Title I staff strongly emphasized the importance of such planning in 1967-68. Progress is being made toward increasing such joint planning of Title I projects for the 1968-69 school year. Earlier discussion of the projects at Marinette and Milwaukee under the section of this report dealing with "Community Involvement in Title I" (page 22) illustrate the nature of non-public school personnel participation in the planning of Title I projects during 1967-68.

No instances of changes in legal interpretation to include non-public school children in Title I projects have occurred this year in Wisconsin.

An example of adaption to meet the specific educational needs of educationally deprived children in non-public schools is evident in the core area of Milwaukee. During 1967-68 plans were formulated there for the utilization of five mobile classrooms which could be parked at parochial schools. The use of these classrooms is intended to compensate for the lack of space available for the operation of Title I projects in Milwaukee non-public schools. These classrooms will be available for the use of both public and non-public school children during the 1968-69 school year.

TEACHER AIDE TRAINING

There were 758 teacher aides funded by Title I in Wisconsin this year--1,644 teachers worked with these teacher aides. One hundred fifty-four schools utilized the services of these teacher aides. The ratio of the number of teachers to the number of teacher aides per school district where aides were employed varied from 23-1 to 17-21.

The rationale for the use of these teacher aides is three fold. The use of teacher aides is intended to: 1) individualize the learning process, 2) contribute to the professionalization of teaching, and 3) provide new career opportunities involving untapped human resources.

The role of the teacher aide is limited to assisting the certified teacher. He is not assigned to professional teaching responsibilities such as diagnosing educational needs, prescribing teaching-learning procedures, or evaluating the effects of teaching.

The Certification Division of the Wisconsin Department of Public Instruction has taken the position that because the aide is perceived as an adult authority figure in the school setting, he must be competent in reading, writing, speaking, and computing. Beyond these fundamentals, the qualifications required by the aide are determined by the district administration in light of tasks he is expected to perform.

There is no requirement that teacher aides be certified except in the categories established in the Administrative Code. These categories involve theme grader, assistant monitors, and study hall supervisors.

In addition to these specifications regarding the role and training of general teacher aides in Wisconsin schools, the Title I office has further clarified the role of teacher aides funded under Title I. Such aides are to limit their duties to those directly related to assisting in the instruction of Title I students. If a Title I teacher aide is working in a classroom which contains both Title I and non-Title I students, her responsibilities would not be for all of the students. Rather she would be concerned with assisting the teacher in the instruction of Title I students only.

The depth and duration of training programs developed by schools wanting to use teacher aides may vary according to the knowledges and competencies required by the proposed aide assignment. It is felt that little purpose is served by the setting of a minimum formal education attainment to be met by all aides except as it may be related to the competencies necessary to provide useful assistance to the teacher.

Actual training of teacher aides in 1967-68 varied according to the policies in the local school district. In the majority of cases, this training was accomplished through inservice sessions with the Title I teachers, Title I coordinators, and school administrators. Where the ratio of teachers to teacher aides was low and where there were few teacher aides in the school, the teachers personally trained the aides. School districts having a large number of teacher aides usually included them in their general inservice meetings.

Following are descriptions of the Title I workshops at Eau Claire and Shawno. Both of these workshops included teacher-aides.

SHAWANO WORKSHOP

In order to develop teachers' and para-professionals' understanding of the unique problems of the disadvantaged child, an extensive workshop was conducted by School District #8, Shawano, Wisconsin. The planning and operation of the workshop areas were done in conjunction with the Division of Extended Services, Wisconsin State University - Oshkosh. During the 7 week period from June 10 to July 26, Univeristy professors, public school administrators, public school teachers, college students, community volunteers and parents were exposed to a wide variety of inservice activities. These included lectures by specialists, small group discussions, role playing, individual reaction records, diagnostic and evaluative attitude inventories, films, readings, and related field experiences at the Menomonee Reservation. An extensive bibliography of material on the disadvantaged child was provided for independent study.

The topics covered in the workshop included:

Identification and Problems of the Disadvantaged Child
Anthropology and Teachers of the Disadvantaged
The Indian Disadvantaged Child
The Negro Disadvantaged Child
New Programs for the Disadvantaged
Creative Teaching in the Language Arts and Related Areas of Creativity and Language as Related to Working with the Disadvantaged Child
Understanding of Discipline and Behavior Problems and Techniques in Working with the Disadvantaged Child
Diagnostic Teaching - Individualized Instruction
Understanding of Developmental and Learning Disabilities
The Taxonomy of Questioning and Related Areas of Interest in the Social Studies Field
Reading Problems - A Discussion of Content, Methods, and Materials to be Used in Working with the Disadvantaged Child
The Teaching of Science as related to the Disadvantaged Child
Mathematics as Related to the Disadvantaged Child
Teaching Strategies Related to Video-Taping, Educational Television, and Micro-Teaching Concepts
Recognition to the Arts as Basic in Establishing Values and Attitudes in Disadvantaged Children

In order to evaluate the success of this workshop pre and post attitude and social maturity inventories were administered. An ongoing evaluation of the implementation of methods and techniques suggested in the workshop is being carried out during the regular school year. A follow-up study of teacher aides in the program is also being conducted.

After computing the results of scores of the Minnesota Teacher Attitude Inventory administered on June 1 and July 25, it was found that 20 of the 26 teachers and teacher aides improved in their attitude and behavior in working with children in the summer school program. A scale for measuring attitudes toward any defined group was also administered. In the summarization of the results of this test, it was stated that approximately 65% of the teachers participating in the workshop improved in their attitude toward Indians. The third evaluative device administered was a "concept description inventory." This inventory was developed by the coordinator and participants of the project to specifically measure what certain works mean to people. In comparing the pre and post test scores on the concept description inventory, it was found that 20 teacher and teacher aides out of the 26 tested received higher total scores.

The Shawano workshop is outstanding for the number and diversity of people involved, for the comprehension approach to acquiring useful information on the disadvantaged child, and for the conscientious attempt to evaluate the structure and results of the workshop.

EAU CLAIRE WORKSHOP

"Teaching the Culturally Disadvantaged"

An outstanding joint training program on the disadvantaged child was offered from June 10 to June 28, 1968, at Wisconsin State University - Eau Claire. The 45 participants of this conference included teachers, administrators, teacher aides, and Title I coordinators from the following school districts:

Chippewa Falls
Colby
Osseo
Wisconsin Rapids
Poynette
Chetek
Medford
Racine
Mondovi
Barron
Stillwater
Durand
Necedah
Ladysmith
Northfield
Fall Creek
Independence
Tony
Rochester
Eleva-Strum
Belleville
Wausau
Rhinelander

Topics covered in the workshop included the following:

Introduction to the Problem of Disadvantagement
The Economic Base of Disadvantagement
The Social Structure Associated with Disadvantagement
The Politics of Poverty
The Psychological House of Disadvantagement
Problems of the Urban Disadvantaged (Field Trip to Minneapolis Ghetto)
Problems of Rural Minority Groups
Learning Difficulties of the Disadvantaged
Communication Problems of the Disadvantaged
Reading Problems of the Disadvantaged
Programs of Compensatory Education

Teaching Strategies for the Disadvantaged Classroom
Teacher Characteristics Required for Successful Teaching of the Disadvantaged

The participants were exposed to lectures, filmstrips, and field trips. The workshop was divided into the following 8 committees:

Community Relationships
Curriculum
Inservice Teacher Education
Physical Problems of the Disadvantaged
Self-Image
Teacher Aides
Reading Materials
Teaching Strategies

In evaluating the workshop, Dr. G. J. Stoelting, Professor of Education, Wisconsin State University - Eau Claire, and Director of the workshop stated that:

> "The impressive results of the workshop participants' reading, discussion, observation, and consultation constitute a real tribute to their concern for the nation's disadvantaged youth. Surely, the disadvantaged children and youth with whom they come in contact will profit from their concern and effort."

In addition to these workshops at Shawano and Eau Claire, similar workshops have been conducted this year at Superior, Madison Edgewood College, Alverno College- Milwaukee, University of Wisconsin, Madison, Oshkosh, Dominican College- Racine, La Crosse, and Carthage College-Kenosha.

TEACHER EDUCATION

In addition to these short term workshops, plans for a more comprehensive program for the training of teachers of disadvantaged youth were made in 1967-68. In May of 1968 after Wisconsin received a $50,000.00 planning grant to determine the feasibility of initiating a teacher education program to prepare teachers of disadvantaged youth, a Steering Committee was formed to prepare a framework for implementing this grant. During the fall and winter approximately 75-100 local, regional and statewide meetings were held involving members of the following groups:

1. Interested personnel of all colleges and universities throughout the State, including those on both administrative and faculty level, and from education, liberal arts, and other related disciplines.
2. Selected personnel of the State Department of Public Instruction.
3. The Wisconsin Coordinating Committee for Higher Education.
4. Teachers and administrators of public and private schools, elementary and secondary.
5. Associations representing teachers and/or administrators.
6. Related professional schools such as schools of medicine, dentistry, law, and social work.
7. Public and private community agencies such as welfare agencies, urban renewal planners, Urban League, juvenile courts, public health services, and the Office of Economic opportunity.

The general objectives of these meetings were:

1. To identify ways that Title I - E.S.E.A. training funds and others could be used more effectively in the improvement of teacher education, both pre-service and inservice.
2. To create a state structure or pattern of relationships which will facilitate the coordination and effective use of higher education resources for Title I programs and others.
3. To develop models for achieving the above ends in the four states with all members of the Four-State Project sponsored by the National N.D.E.A. Institute for Advanced Study in Teaching Disadvantaged Youth.
4. To use these State efforts to provide the National Committee with information relevant to its fundamental purposes of clarifying issues and problems, and of recommending future directions.

During the year a number of colleges, school districts, universities, and interested community agencies submitted proposals to the Committee. A final proposal which included 32 of these proposals was submitted to the Department of Health, Education, and Welfare.

Following is a brief description of the plans for an institute for the preparation of teachers of the disadvantaged which is being held at Edgewood College, Madison. Although this institute is presently in operation, the planning for the institute took place in 1967-68. Phase I of this institute has already been completed and Phase II is presently in operation.

General Purpose:

The purpose of this institute is to prepare persons with a junior equivalency in college to teach disadvantaged children in kindergarten, grades 1, 2, and 3. It is hoped that providing teachers with creative and practical experience with disadvantaged children will encourage them to accept the challenge such teaching offers. The institute will focus on what good teaching can accomplish with the disadvantaged child.

Activities:

Through course work, seminars, workshops and clinical experience, this program will, hopefully, prepare persons to teach disadvantaged children. (K-3) Throughout the program focus will be on diagnosing learning disabilities among culturally deprived children. With the help of the specialists conducting the seminars, and the resource person at hand, there will be opportunities to explore, use and assess a variety of methods to meet the needs of these young children.

A Saturday seminar will meet four times, four hours each, during the year at Edgewood College. Focus will be on the in-depth analysis of learning disabilities as identified with disadvantaged children. Course work and 12 hours of field observations will enable participants to exchange findings and experiences and to consult with experts selected to conduct the four sessions scheduled throughout the year. There will also be a two-day seminar in late August to prepare the supervising teachers in the inner city to work with the student teachers.

Two workshops in Reading, Language and the Arts will enable participants to learn techniques, methods, and procedures employed in the instruction of disadvantaged youth. Also included in the program will be directed student teaching in grades K-3 with observation, apprenticeship tasks, and increasing responsibility for classroom teaching.

26 credits in education are required for certification under this program.

The program as planned:

PHASE I, PHASE II, PHASE III, PHASE IV.

PHASE I: Courses, observation, participation

Summer 1968 (June - August)

Sociology of Education: The disadvantaged

Early childhood education

Seminar: Diagnosis of Learning Disabilities Including Classroom Observation. 7 credits.

PHASE II: Courses, exploration, field work, 1968-69, semesters I, II

Science in the Elementary School (2 credits)

Mathematics in the Elementary School (2 credits)

Seminars: Focus: in-depth analysis of learning disabilities: field work (2 credits)

PHASE III: Workshops, procedures, Summer 1969

Workshops:
- Reading and Language (3 credits)
- The Arts (3 credits)

PHASE IV: Student teaching, K-3

by special arrangement: seminar, 1969-70

Completed Phase I; Summer 1968

Courses:	Students in Attendance:
Early Childhood Education	45
Sociology of Education	42
Seminar	23

Films:

ATYPICAL CHILD IN THE CLASSROOM: PURDUE
BRIGHT BOYS, BAD SCHOLAR
WHY BILLY COULDN'T LEARN
AN INTELLECTUAL CASTE SYSTEM
PORTRAIT OF THE INNER CITY SCHOOL
TESTING THE MULTIPLE HANDICAPPED CHILD
IN A FROGS EYE: VISUAL PERCEPTION
MOTOR SYSTEM AND REFLEXES
A SURVEY OF CHILDREN'S SPEECH DISORDERS
FROSTIG PROGRAM FOR DEVELOPMENT OF VISUAL PERCEPTION
VISUAL MOTOR ACTIVITIES
SPECIALIZED PROGRAMMED READING (ALL FROM N.Y. UNIV., ALBANY)

Tapes:

LEARNING DISABILITIES SEMINAR: January 13, 1968, Sherman House, Chicago, Illinois.

RELATIONSHIP BETWEEN COST AND EFFECTIVENESS

No clear relationship between cost and effectiveness of Title I projects was identified in Wisconsin during 1967-68. The difficulties in identifying such a relationship are numerous. A major problem in identifying such a relationship is the fact that a given student may be involved in several different phases of a project at the same time. No methods exist at present to separate the influence of these phases on the child. Nor is it possible to accurately compare the effectiveness of different kinds of project phases.

Any attempt to relate effectiveness to cost ultimately encounters difficulty due to the fact that often the factors most directly related to effectiveness are not necessarily related to cost. Thus, the teachers' commitment to her students and the students' willingness to accept additional help have to be considered when one is attempting to account for the effectiveness of a given Title I project. Additional factors responsible for effectiveness which are not necessarily related to cost include the use of appropriate teaching techniques and perceptive identification of the needs of disadvantaged children.

Because of these and similar problems, it is not possible at this time to describe the relationship between cost and effectiveness of Title I projects.

PROJECT EMPHASIS

A section of 1966-67 Annual Evaluation Report on Title I in Wisconsin was devoted to a discussion of Emphasis of phases within Title I projects. It was the objective of this study to describe what project phases had been most frequently emphasized by the local education districts during the 1966-67 school year. In order to obtain information about project Emphasis, an evaluation questionnaire was sent to the LEA by the Title I office. On this questionnaire the LEA were asked to indicate proportional amounts of emphasis (within the ranges of 100-75%, 75-50%, 50-25%, and 25% or less) placed on 20 project phases. These phases were as follows:

Art
Music
Drama
Health Activities
Physical/Outdoor Education
Medical/Dental Service
Parent Education
Community Education
Special Tutoring
Team Teaching
Library Activities
Reading Laboratory
Field Trips
Special Services (psychological, etc.)
Other

These phases were then arranged in order of frequency as determined by a weighted total of all 4 percentage ranges. Weights used were 4 points for responses in the 75-100% category, 3 points in the 50-75% category, 2 points in the 25-50% category and 1 point in the less than 25% category. These 20 phases were then combined into 8 subject areas to more clearly demonstrate the centering pattern. Following is a chart which shows the phases within these groups ranked in order of weight.

LANGUAGE 39%
Reading
Language Arts
Reading Lab.
Library

OTHER REMEDIATION 15%
Remedial Math
Other Remediation
Special Tutoring

ENRICHMENT 19%
Music
Art
Drama
Phys. - Outdoor Ed.
Field Trips

PUPIL SERVICES 12%
Special Services
Medical/Dental
Health Activities

COMMUNITY EDUCATION 6%
Parent Education
Community Education

PRESCHOOL 3%

OTHER 3%

TEAM TEACHING 3%

TOTAL: 100%

In 1967-68 no such questionnaire was sent to the local education agencies. Thus, information on which project phases were actually emphasized is not available. However, in 1967-68 a count was taken of the number of project phases in all the Title I projects in Wisconsin.

Following is a chart which shows the number of these phases offered in 1967-68. An actual count was also taken of project phases offered in 1965-66. This count was based on 543 projects. This represents 90% of the total number of projects offered in 1965-66.

Project Classification	Percent of Total
Language	
Includes developmental reading, remedial reading, reading centers, etc. Note: Remedial reading *per se* constitutes less than 25% of this category.	56.9%
Health and Physical Education	
Includes health detection and education special equipment, etc.	2.3
Cultural	
Includes music, art, field trips, and lectures	3.1

Supportive Services	Includes guidance and counseling of students and parents, services of social workers and psychologists, vocational training.	4.6
Library	Includes librarians and aides, special equipment, etc.	1.1
Handicapped Children	Includes mentally retarded, emotionally disturbed, physically handicapped, and gifted underachievers, special learning disabilities, speech correction, and language therapy.	3.6
Personnel Improvement	Includes in-service training, curriculum development, staff increases, etc.	.5
Social Studies	Includes history, geography, etc.	.3
Vocational	Includes counseling, job placement, work-study, workshops, dropout projects, etc.	2.0
Pre-school	Includes Day Care, Headstart, etc.	2.0
Mathematics	Includes remedial classes, etc.	1.4
Teaching Method	Includes small groups, team teaching, lay aides, special equipment, etc.	2.2
Miscellaneous	Includes identification and diagnosis, for example.	2.2
Combination of Two or More Categories		16.5
Other		1.3

Putting these project phases from 1965-66 and from 1967-68 into similar categories as those used in the 1966-67 evaluation, we are able to get a very general idea of a comparison among project emphasis in 1965-66, 1966-67 and 1967-68. In reading this chart, it should be noted that the project phases listed under the categories used in 1965-66 and in 1966-67 are not exactly the same as those listed under the categories in 1967-68. This is due to the fact that there has been extensions and modifications in the instructional activities and related services offered through ESEA over the last three years.

TITLE I INSTRUCTIONAL AND SERVICE ACTIVITIES
IN WISCONSIN

1967-68

PHASE TITLE	NUMBER IN STATE	PERCENT OF TOTAL
Reading	362	16.9
English Language Arts	212	9.9
Health	157	7.3
Psychological Services	127	5.9
Cultural Enrichment--General	126	5.9
Guidance	120	5.5
Math	110	5.1
Food	101	4.7
Transportation	95	4.4
Speech Therapy	88	4.1
Other	87	4.1
Library Service	83	3.9
School Social Worker	63	2.9
Physical Education	58	2.7
Art	42	2.0
Music	40	1.9
Science	33	1.5
Special Education--Handicapped	28	1.3

PHASE TITLE	NUMBER IN STATE	PERCENT OF TOTAL
Social Studies, Social Sciences	24	1.1
Pre-Kindergarten	19	.9
In-Service Education--Staff	18	.9
General Elementary and Sec. Ed.	16	.7
Current Materials Center	16	.7
Vocational	15	.7
Related Service--Parents	13	.6
Waiver of Fees	13	.6
Kindergarten	11	.5
Home Economics	10	.5
Industrial Arts	10	.5
Clothing	10	.5
Business Education	9	.4
Psychiatric Service	8	.4
Work-Study	7	.3
Ungradedness	5	.2
Pre-Service Ed.--Staff	4	.2
Reduction of Class Size	4	.2
Tutoring after school study	2	.1
English--2nd language	1	.05
Foreign Language	1	.05
TOTAL NUMBER:	2,148	TOTAL %: 100%

DISTRIBUTION COMPARISON OF PROJECT PHASES IN 1965-66, 1966-67 and 1967-68

	1965-66 Actual count of project phases derived from 90% of offered projects.	1966-67 % of weighted total from evaluation questionnaire.	1967-68 Actual count of project phases offered. Derived from 100% of projects.
A. Language	58% This included: Developmental Reading, Library Remedial Reading, Reading Centers, etc. Remedial Reading per se constituted less than 25% of the category.	39% This included: Reading, Language Arts, Reading Lab, Library.	30.7% This included: Reading, English Language Arts, Library.
B. Enrichment	3.1% This included: Music, Art, Field Trips, Lectures.	19% This included: Music, Art, Drama, Physical Education-Outdoor Education, Field Trips.	12.5% This included: General Cultural Enrichment, Music, Art, Physical Education.
C. Other Remediation	1.4% This included: Remedial math classes.	15% This included: Remedial Math, Other Remediation, Special Tutoring.	5.2% This included: Math, and Tutoring after school.
D. Pupil Services	4.6% This included: Guidance and Counseling of students, Services of Social Workers and Psychologists, Vocational Training.	12% This included: Special Services, Medical and Dental Services, Health Activities.	26.1% This included: Health, Guidance, Psychological Services, Speech Therapy, School Social Worker, and Psychiatric Services.
E. Community Education		6% This included: Parent Education, Community Education	.6% This included: Related Services to Parents
F. Pre-School	2.0% This included: Day Care and Headstart	3%	1.4% This included: Kindergarten and Pre-Kindergarten.

	1965-66 Actual count of project phases derived from 90% of offered projects.	1966-67 % of weighted total from evaluation questionnaire	1967-68 Actual count of project phases offered. Derived from 100% of projects.
G. Team Teaching	2.2% This included: small group teaching, team teaching, lay aides & use of special equipment.	3%	
H. Academic Areas	.3% This included: history and geography.		2.7% This included: Social Studies, Social Sciences, Science, Foreign Language, English as a 2nd Language.
I. Vocational	2% This included: Counseling, Job placemant, Work-Study, Workshops, Drop-out Projects, etc.		2.1% This included: Vocational, Home Economics, Industrial Arts, Business Education.
J. Handicapped	3.6% This included: Mentally Retarded, Emotionally Disturbed, Physically Handicapped, & Gifted Underachievers, Special Learning Disabilities, Speech Correction & Language Therapy.		1.3% This included: Special Education--Handicapped.
K. Health & Physical Education	2.3% This included: Health detection & education, special equipment.		
L. General	2.7% This included: In-service training, Curriculum development, Staff increases, Identification and diagnosis.		13.4% This included: Food, transportation, In-service education for Staff, General Elementary & Secondary Education, Current Materials Center, Clothing, Work Study, Ungradedness, Pre-service education--Staff, Reduction of class size, Waiver of fees.

	1965-66 Actual count of project phases derived from 90% of offered projects.	1966-67 % of weighted total from evaluation questionnaire	1967-68 Actual count of project phases offered. Derived from 100% of projects.
M. Other	13%	3%	4.1%
N. Combination of Two or More Categories	16.5%	Unknown	Unknown
TOTAL:	100%	100%	100%

CHARACTERISTICS OF SUCCESSFUL TITLE I PROJECTS

The task of identifying the characteristics of those Title I projects that are most effective in improving educational achievement is, undoubtedly, the most difficult task in the total evaluation process. Due to the fact that in any Title I project several factors are operative at the same time, one cannot really pinpoint a clear-cut one to one ratio between cause and effect. It is for this reason that a response to this question must be a general one which although descriptive of the majority of Title I projects, is not necessarily descriptive of any Title I project in particular.

It is the opinion of the State Education Agency Title I supervisory and administrative staff that the following projects have been the most effective in improving educational achievement:

- Those containing cultural enrichment activities and supportive services in addition to training in skill areas.
- Those concentrating services on early age groups.
- Those which have clearly defined needs and objectives.
- Those which involved representatives of all essential groups in the "planning" stages.
- Those with an organized staff.
- Those which provided an inservice program.
- Those which operated with a low pupil-teacher ratio.

Following are brief summaries of nine Title I projects in 1967-68 which incorporate these characteristics.

SEYMOUR

TITLE: Special Services in Health, Reading and Mathematics

FUNDING: $37,810.00

PARTICIPANTS: 348

The Title I project at Seymour, Wisconsin, is interesting for the diversity and comprehensiveness of projects offered. These projects included a health program, math and reading programs, overnight field trip, band, high school art classes, and an Indian Cultural Heritage Class.

Funds provided by ESEA - Title I were used in the implementation of a health project at Seymour, Wisconsin, this year. In order to serve the health and emotional needs of 150 culturally deprived children, identified as having medical and dental problems, in the project area, the Title I nurse made regular visits to target area homes. She referred cases to the school nurse, doctors, dentists, and to the social worker. Glasses and immunizations were provided for needy children. Clothing was also provided where necessary. Visual problems were identified and referred for treatment. An inservice consultation with parents was held in conjunction with the periodic home visits made by the nurse. Health films were shown in the classroom and posters, pamphlets, and brochures were utilized for parent classes on the normal growth and development of school age children.

The mathematics education class involved 57 9th grade students having an age span of 13-16 years. In evaluation of this class the teacher commented: "The one great success this program has produced is the 'extra time' idea used by some of the students. These students will come in after school, which is on their own time, and spend an hour working out math problems on the machines."

To aid students that were having difficulty with reading, 3 teachers devoted part-time after school on individualized help with 20 elementary pupils. Saturday field trips were conducted at Oneida Grade School with pupils from age 9-12 years and ranging from grades 3-6. These students usually make little gain during the school year, but test results show a mean difference of +.68 growth.

Parents were involved in the Title I projects at Seymour Community Schools through home visits to discuss helping their children, use of AV equipment, and attendance on field trips. They were also involved during parent-teacher-student conferences at the school.

Feeling that one of the major aims of education is to broaden the students' enviornment, part of the Title I project consisted of an overnight field trip. This trip included visits to Pulaski, Trout Ranch, Lakeland (forest ranger), a logging camp, the fish hatchery at Langlade, a climb up the Mt. Fire Tower, Green Lake, and forest trail and dam at White Pond on the Oconto River.

A major portion of the Title I project at Seymour was a three phased attempt to foster an improved self-image among the Oneida students. This attempt included the organization of a band, the conduction of art classes, and an Indian Cultural Heritage class in the Oneida tongue. All these phases were conducted in the evening at Chicago Cornors.

The first phase of this attempt was made possible through the efforts of a band teacher who assisted the deprived pupils and families to organize and continue a band. The band, composed of 13 pupils in grades 6-11, and 3 adults, met for 12 weeks for 2 hours once a week. Letters were sent home and a short concert was given to create interest. Achievement of success is testified to by the fact that this group and Indian director performed at the Memorial Day Parade, at the Indian celebration in June at De Pere, and at the Brown County Fair. They now have Indian costumes and twirlers, and continue to meet weekly.

A second method utilized in order to promote interest and to raise self-image of Title I children was the 12 art classes conducted for 2 hours once a week. The number of students was so large that they had to be divided into 2 different classes of approximately 30 students each. The class designed and worked on the Indian band costumes. Art work done in the class is shown in many of the homes.

An unusual facet of this program was the Oneida Language Indian Cultural Heritage Classes in the Oneida tongue for parents and students. The objective of this class was to raise the self-image of Oneida students through group study of their language and culture. The instructor of this class was, himself, an Oneida Indian. Twenty-three persons attended the course which met twice weekly for two hours per session. The success of this class is demonstrated by the fact that schools report that the Oneida language is being spoken there, and parents indicate that Oneida songs are being sung in the home. In evaluation of the success of the Title I project at Seymour, it is significant that teachers have rated a positive change in attitude and aspiration level among the Title I students. Significant improvements in personal appearance have also been noted.

WAUSAU

TITLE:	Improvement of Reading and Experience Background	
FUNDING:	$140,867.00	
PARTICIPENTS:	Public	4,325
	Non-Public	2,798
		7,139 (16 not enrolled)

The Title I project at Wausau this year included 6 phases. These were: 1) The provision of an evening and Saturday study center, 2) Provision of 4 elementary reading centers, 3) Provision of 2 secondary reading centers, 4) "Early adjustment to school environment," 5) A summer speech clinic, and 6) A summer camping experience.

An evening and Saturday study center was designed to provide a pleasant study area with adequate reference materials for the culturally deprived students of all levels needing and desiring an opportunity to extend their activities.

This center provided the children with study materials and equipment that they would be unable to afford. An area for reading books, newspapers, magazines for enjoyment as well as for reference work was made available to them in these centers. The center was staffed by a qualified librarian with an English major. The center was open from 4 P.M. to 9 A.M., Monday through Friday and from 9 A.M. to 4 P.M. on Saturday. A total of 143 pupils, grades 4-10, attended the center during the school year. Total attendance for the year was 4,681. This represents an average of 32 visits for each pupil. Circulation records show that reference books were used 1,926 times and magazines and newspapers 825 times. In response to a student evaluation questionnaire, 67 of the 68 respondents stated that they liked the center.

In order to assist students with reading difficulties and the resulting poor self-concepts and attitudes, 4 elementary reading centers were set up at Wausau this year. A total of 109 children were enrolled in these centers. Results from the Stanford reading test administered show that in almost all cases, one year or better growth was made. A social worker and speech therapist were also connected with this program. In evaluation of these reading centers one of the reading teachers commented:

> "One of the most rewarding experiences of this year has been seeing a group of emotionally disturbed, non-reading students--who know but one or two alphabet letters--progress to happy children who have now completed the primer and are on their way to successful working experiences."

Secondary reading centers were also operated in the junior and senior high schools. A total of 331 students were enrolled in these centers. A more positive attitude toward reading has been noted in these students by the Title I teachers. It was found that many of the students having reading problems also had speech problems. A speech therapist was part of this program.

It is significant that both the elementary and secondary reading teachers participated in an inservice training program. This program included visiting other districts' reading centers, attending related workshops and conferences, monthly faculty meetings, and exposure to outside consultants and speakers with expertise in the area of remedial reading. The districts' Title III project's telelecture was utilized to provide the Title I teachers with information on reading.

Parents were involved through the social worker's home visits.

The 4th phase of the Title I project at Wausau "Early adjustment to school environment" was designed to assist prekindergarten children prepare for school through readiness acitvities and through early determination of their physical well being. Activities in this program included field trips, use of stories, poems, songs, use of play equipment, and dental and health examinations. Of equal importance was provision of the opportunity to play with peers. The Title I teachers tried to recognize each child as an individual and to provide each child with a sense of security through participation in a structured program. Sixteen students ranging in ages from 4-5 years old took part in this program for 2 1/2 hours per day, 5 days a week.

A summer speech clinic staffed by 3 therapists served 24 pupils identified as having speech problems. Each child participated 30-45 minutes daily, five days a week for the 6 weeks period. About 24 parents were involved by observing therapy sessions and by assuming responsibility for retraining of their child's speech patterns. Follow-up to the students progress was achieved by reports to the students' teacher, provision of clinical services, and written reports to the child's schools.

The opportunity to participate in a summer camping experience was provided for 20 children per week. About 40% of these pupils were from classes for the mentally retarded. The remaining 60% were 6th students identified as coming from culturally deprived homes. Regular camping experiences, an arts and crafts program, visits to movies and museums comprised the activities of this program. About 50 parents were involved in weekly meetings explaining the objectives of the camping program.

MARSHFIELD

TITLE: Outdoor Educational Project

FUNDING: $49,123.00 (Total for District)

PARTICIPANTS: 329

In order to create an informal atmosphere in which the disadvantaged youth may learn to better understand his role as a member of society, Marshfield has initiated an "Outdoor Education Project." The program was built upon two major concepts: (1) to instruct children to learn and appreciate all aspects of nature, and (2) to teach them to appreciate the value of the out-of-doors as it pertains to recreation and living in the out-of-doors.

The program focussed its major attention on conservation. Through field trips and nature hikes, emphasis was placed upon student observation of ecological principles and relationships.

The students recorded their observations and collected specimens which were later examined with microscopes. Active participation was apparent when students became involved in the development and construction of a self-teaching nature trail. Field trips to fish hatcheries, lakes, a ranger station, and a conservation education center, and films portraying the intricacies and patterns of nature also supplemented the students' exposure to conservation.

Other auxiliary and, yet, important activities included a routine of pre-breakfast calisthenics, organized games, arts and crafts, shooting and gun safety, archery, boating, camping, and cooking out, woodsmanship, making campfires, health and hygiene, and camp improvement projects.

Enrollment in the project included students from grades 5 through senior high school. Camping sessions lasted 4 days for each group from

July 1 through August 16.

A comparison of pre and post test scores from inventories designed to measure understanding and appreciation of nature showed a substantial increase in the students' knowledge in this area. The major benefit of this phase of Marshfield's project has been the provision of disadvantaged children with a common basis for oral and written communication.

Marshfield also had a project centered about the identification and remediation of pupil reading difficulties. One hundred sixty children participated in the September through June program in 1967-68. The project's objectives were to identify, treat, and eliminate reading deficiencies and to improve the student's attitudes toward himself and toward learning in general. Parents became actively involved through conferences, attendance at special meetings and response to questionnaires. In evaluating this project, Title I personnel at Marshfield have stated that both the camp and reading program experiences have contributed greatly to the social adjustment and general knowledge of the students involved. As a result of the camping experience these students are reported to have gained in self-understanding and self-confidence. Due to the popularity of these reading centers they are now being supported by local district funds.

PHILLIPS

TITLE:	Extended Guidance Services Developmental and Remedial Reading Preschool Enrichment for Socially Disadvantaged Youngsters Reading Mothers for Four-Year-Olds Physical Education for Physical Fitness Extended Individual Improvement in Business Education Extended Opportunities in Industrial Arts Humanities and Cultural Enrichment Through Special Classes, Summer Library Services, and Field Trips
FUNDING:	$59,168.00
PARTICIPANTS:	420

Phillips conducted several different programs under Title I this year. Project phases were designed to benefit children who were economically, culturally, and educationally disadvantaged. Services were rendered through extended guidance programs, reading improvement, preschool exposures, a physical education program, extended business and industrial arts education, humanities and cultural enrichment, and the use of "reading mothers" for four-year-olds.

In the extended guidance program the overall objective was to reach the disadvantaged student as he developed and related to his environment. The program included individual counseling sessions and personal interviews with the child's parents. Many of these parental interviews were held in the parent's home in order to allow the counselor to obtain additional insight into those factors affecting the child's progress. Throughout the program, personal worth was stressed along with the necessity for "a feeling of belonging." By participating in the various activities, which included sports, staying in a hotel, visiting places of interest, plus studying how to make and keep friends, this feeling of belonging and personal worth were reportedly greatly improved.

The developmental and remedial reading improvement program was also closely coordinated with the home. Parents were contacted by the instructor, and proved invaluable as they cooperated in the re-enforcement of concepts. Reading machines such as the Craig Reader, controlled readers, Tachomatic 500, and the Shadowscope were used in the program. Remedial reading readers, phonics workbooks, and many other materials were also used. The reading improvement instructor worked closely with the school nurse and speech therapist in order to detect those students who were experiencing reading difficulties due to vision, hearing or speech problems.

The program for preschool enrichment was designed to meet the diverse needs of the disadvantaged child. Health needs were met by the implementation of vision and hearing tests, and home visits were made to families who needed guidance in nutritional needs of the five-year-old. Corrections for a physical disability, emotional health, safety, school adjustment, and help in general good daily living habits were discussed during these visits.

"Reading Mothers" for socially and culturally disadvantaged four-year-olds were also provided in the project at Phillips. This phase is discussed in section I, pages 29 and 30 of this report.

The program of physical education was centered around third and fourth graders. These students were scheduled for two hours per day for the program. A portion of this time was used for creative art and writing.

In the program for "extended individual improvement in business education" three objectives were evident: (1) to present remedial work, (2) to develop better behavior patterns, and (3) to raise the students' educational and occupational potential. The students were exposed to modern methods and teaching machines. Pride and professionalism in work were stressed. Success was evident in that students expressed interest in pursuing further education and becoming established in positions in the business world.

The four main subject areas stressed in the industrial arts program were woodworking, electronics, drafting, and metalworking. This program stressed the importance of individual instruction. Twenty students met two nights a week for two hours a session in the high school industrial arts department. Pride of the student was emphasized at all times through student-oriented activities. Each child was responsible for designing his own project, thus, a well-finished project indicated the students' individual achievement.

The final program under Title I at Phillips involved "humanity and cultural enrichment through special classes, summer library services, and field trips." The group of students studied all forms of music, different instruments of the orchestra, and the lives of former composers. The group also studied Shakespear's life and specifically "The Taming of the Shrew" prior to attending a local movie theatre production of this work. Tours of churches were conducted and informative art lectures and demonstrations were presented. Throughout the year, students have also benefitted from additional resource materials for varied grade levels. In response to the question "If you had the opportunity, would you take this class again?" one student stated:

> "Definitely--I can't even begin to explain how much I've enjoyed being in this class. The plays, the art museums, the churches, the hotels (and swimming pools), shopping and learning to appreciate things more, are things that don't give many people an opportunity to see or do."

SUPERIOR

TITLE:	"Educational and Service Development Project for the Educationally Deprived Children of the Superior Joint School District."
FUNDING:	$146,569.00
PARTICIPANTS:	5,231

The Title I project at Superior incorporated 6 different phases. In combination these phases included: 1) pupil personnel service, 2) cultural enrichment in art and music--reading for enjoyment and physical fitness, 3) inservice training for teachers and teacher-aids, 4) remedial reading, 5) semi self-contained classroom for boys, and 6) post-kindergarten cultural enrichment.

The pupil personnel service was conducted through the efforts of a Title I Guidance Counselor. This counselor acted as a referral agent for 80 students who were identified as having emotional, psychological, or health problems. The school nurse and school psychologist worked closely with the Title I Guidance Counselor in attempting to identify, prevent, and eliminate deficiencies evident in the health and emotional aspects of disadvantaged children.

The second phase of the Title I project at Superior--cultural enrichment in art and music, reading for enjoyment and physical fitness--was conducted at Blaine and Ericsson Schools. The music and art aspects of this program were included to provide an area for possible success and enjoyment by the Title I child. This project also aimed at developing an appreciation of music in the child by exposing him to musical training. Children in grades 2-6 were involved in this project. At Blaine School 215 students took part in a music enrichment program once a week during the regular school year. Three hundred and seventy-five students took part in art programs weekly.

The Director of Federal Programs in Superior schools has stated: "there has been an improved attitude on the part of students involved in the program in areas of discipline, attitude toward school work and teachers, desire to attend school, peer relationship, and parent-school relationships."

The music program at Ericsson school involved the students in 2-6 grades in playing rhythm instruments, piano lessons, listening to recordings, and learning to read music. A choir was established in the 6th grade and 5th and 6th grades combined to form one female and one male glee club. Acapella choir was started also and the students were exposed to student soloists. Several visually handicapped students were involved.

A three day teacher--teacher aide inservice program was conducted at Superior this year. Resource people from the University of Wisconsin, special services, and the Health and Social Services Department were included in this workshop. An ongoing inservice training was conducted throughout the year.

The remedial reading program was offered at Blaine, Ericsson and Cathederal Schools. Both primary and secondary reading classes were set up to serve students identified as having difficulty reading at grade level.

A semi self-contained classroom was designed for 2 groups of 10 boys with special psychological or emotional problems. In the afternoons 8th grade students studied language, arts, and social sciences. Mathematics was handled on a tutorial basis. Ninth grade students studied language arts. Math and science were handled on a tutorial basis. The remainder of the day students were in such subjects as industrial arts, art, art-crafts, choir, music appreciation, typing, physical education, science and social studies. One hour per day was spent in a "fix-it" shop under the guidance of the project teacher.

One day a week, these students were taken by bus to the school forest. Here they helped to build a cabin, worked in the forest, and had an opportunity for some nature study. This phase of the project was designed to foster democratic living through group planning and sharing.

The sixth phase of the Title I project at Superior was an all-day kindergarten for educationally or culturally deprived children. This program was designed to be a follow-up or continuation of Head Start. This phase was held at Blaine and Ericsson schools. Sixty children were involved for a total of 90 hours each in this program.

The project at Superior clearly exemplifies a comprehensive approach to the problems of disadvantaged children.

BELOIT

TITLE: 1) Extension of Head Start through Kindergarten and Grade One
2) Operation Widening Nature's Horizons
3) Cultural Enrichment by Visitation
4) Summer Recreational Program for the Trainable Mentally Retarded.

FUNDING: $107,882.00

PARTICIPANTS: 401

Beloit's Title I program included four different phases during 1967-68. During the regular school year the first of these projects -- "Extension of Head Start through Kindergarten and Grade One" -- was carried on. In the summer of 1968 three other projects, "Operation Widening Nature's Horizons," "Cultural Enrichment by Visitation," and "Summer Recreational Program for the Trainable Mentally Retarded," were implemented.

The Head Start extension projects was built upon the premise that presenting the disadvantaged child with worthwhile experiences will increase his sense of self-worth. Giving him an opportunity to experience success while broadening his experiential background was intended to help him achieve a more healthy self-image. A better perceptual awareness of material and social relationships was stressed to develop the students' cognitive, verbal and social functioning. An important part of this project consisted of home visits. The social worker personally visited and counseled with parents of the 200 children involved in this project.

The children were exposed to new and interesting places through field trips, nature walks, films, film strips, and pictures. Stories were read by the teacher and new and exciting materials were implemented to present the child with as many experiences as possible.

During the summer of 1968 "Operation Widening Nature's Horizons" was held for boys aged nine to thirteen. The projects' goal was to develop a greater appreciation of the outdoors and to foster a better understanding of man's relationship to his natural environment. In order to accomplish this goal, the boys were introduced to the following recreational activities: archery, boating, canoeing, camping, swimming, fishing,softball, volleyball, campfire programs, horseback riding, handicraft, and various educational field trips.

Questionnaires and inventories were administered to the boys. Results from these questionnaires and inventories indicated great enthusiasm for the program's activities.

The second project implemented during the summer of 1968 entitled "Cultural Enrichment by Visitation" was initiated for children aged nine to thirteen. It was the goal of this project to expose the children to enriched environmental experiences. The students in this project were introduced to social experiences by traveling. They visited historical sites, and museums. They also viewed interesting geographical phenomenon in the area and were exposed to music, drama, painting, and sculpture. Each trip or new experience was preceded by a learning period which made use of films, lectures and discussions. After the trip, similar learning periods were again conducted.

The third phase of the project Title I at Beloit was designed for trainable mentally retarded children. The main objective of this summer program was to increase the student's ability to focus on a specific object or action. Increasing this ability was designed to help the student become more aware of his environment and thus help him in adapting to it. A great deal of time was spent in learning to sing and dance. Frequent field trips were taken to help the students visualize objects around them.

Title I personnel have stated that the occasional successes experienced in this program far outweighed the failures.

HAYWARD

TITLE: Reading, Health, Home Visitor, Study Center, Summer Improvement Program

FUNDING: $68,264.00

PARTICIPANTS: 299

The Hayward School District carried out a Title I project which involved reading, health, home visitation, study center and summer improvement program phases.

The reading program was designed to identify students lacking reading skill. These students were then given remedial assistance. Materials and techniques were geared to the interest and ability of the students. Small group and individualized instruction was used. Reading gains were significant, and many serious problems were identified. Teachers at Hayward now feel that the need for guidance services for primary and lower elementary children is apparent.

It was the intent of the health phase of the project to assist students to overcome their health problems. Many health problems were identified and referred to local health authorities.

The home visitor phase uncovered many problems relating to health and education. It also created more effective lines of communication between the home and school. The home visitor informed the parents about programs in which their children were involved and encouraged them to take an active interest in the school-home problems of their children. He distributed books, newspapers, and periodicals. Tape recordings and displays were made available by a mobile unit. Communication with Indian parents was increased through the efforts of the home visitor.

The study center phase was developed to provide a place for students to study in the evening. The study center was established with two teachers and the services were primarily tutorial in nature in math and science. One of the teachers was also a guidance counselor. Library books were made available for extra reading as well as film strips and records. Deprived children were also encouraged to carry out a directed reading program in areas compatible to their interest and ability. The final goal of this phase was to raise their reading level as well as their interest in reading.

The final phase of Hayward's Title I project was the summer improvement program. This phase was designed to provide individualized and small group assistance in communication skills, health, physical education, arts and crafts. The program was composed of a special reading program for grades 1-3 and a program in communication skills for grades 4-6. The classes were scheduled for four mornings a week. The fifth day was used for field trips to historical places of interest. An emphasis was placed upon the use of audio-visual equipment. Guidance personnel and speech therapists were involved in the program. At the conclusion of the summer improvement program a "Parents Night" was arranged so that parents could discuss and ask questions of staff members. A video tape recording of the program was viewed at that time.

WATERTOWN

TITLE: "Turn Around"

FUNDING: $48,679.00

PARTICIPANTS: 372

The Title I project at Watertown provided educationally and culturally disadvantaged children compensatory education in the areas of reading, mathematics, general elementary education, and health and physical education. Supportive services were provided in the areas of social work and guidance and counseling.

The role of the social worker in this project was to work with school and local community agency personnel, and parents in order to identify and provide assistance in the alleviation of social and emotional problems of the disadvantaged child. One hundred and six children received such assistance from the social worker in the 1967-68 school year.

To provide comprehensive services the social worker worked jointly with guidance personnel, speech therapists, nurse and other specialists.

To develop skill in critical and analytic thinking, the Title I project at Watertown provided an instructional laboratory for the use of disadvantaged children. The use of this laboratory was intended to increase the students' skills in speaking, listening, composition, writing, and reading. It was also intended to provide these children with social and cultural experiences that they had failed to acquire in their homes. This phase of the project emphasized "enrichment" rather than "remediation" as such. Individual and small group instruction was used. Special teaching equipment was utilized to develop language facility. Special instructional materials in reading and arithmetic were used to bring a different approach to these subjects. Educational television was also used. Field trips were taken to increase the child's interest in learning. Fifteen of the children involved in this instructional laboratory were categorized as handicapped.

In addition to the provision of this laboratory, a special class in remedial reading was also conducted as part of the project at Watertown.

A class in Adaptive Physical Education was conducted to provide a program for students who were, or who were judged as likely to be, disadvantaged in their physical activities. Local doctors, parents, and physical education instructors were involved in planning this project. The activities of the program were individualized and geared to providing each student with the physical training necessary to return him to a normal level of physical functioning.

The major objective of this program was to remove social isolation caused by the students' inability to participate at the level of the average student. It was also hoped that participation in this project would foster an increase in aspiration levels of the children involved.

Parents were invited to the school to see a demonstration of the equipment and techniques used in this program.

During the summer of 1968 Title I project provided small group instruction in remedial reading and arithmetic. Attempts were made by the social worker to foster a working relationship between the home and school.

A special program in counseling for school adjustment was also conducted. Three counselors were involved in providing this service. A majority of the counseling was done in the students' homes.

PLATTEVILLE

TITLE:	Attack on Reading Deprivation - Teamed Multi-Disciplinary Approach
FUNDING:	$61,136.00
PARTICIPANTS:	439

The Title I project at Platteville, Wisconsin included eight major phases. These phases were: general cultural enrichment, reading, physical education, recreation, pre-kindergarten, speech therapy, health, psychological service, and school social work. Related services provided by the use of Title I funds included the provision of milk for summer school, a curriculum materials center, and transportation. Teacher aides were utilized in the implementation of the reading project, and inservice staff training was provided.

The planning and implementation of the Title I project was accomplished in coordination with several community agencies. These included the CAA, local welfare agencies, Grant County and State Welfare agency, the Probation and Parole Division, Grant County Guidance Center, and the Bureau of Handicapped Children.

To provide special help to disadvantaged children who had been identified as having health, speech, emotional, social, psychological or reading problems, the Title I project at Platteville utilized a team approach. This team was made up of a social worker, a public health nurse, a psychologist, a speech therapist, and two reading consultants. Outside agencies were utilized to provide further diagnostic and consultative services. Individual conferences between members of the "team" and the parents were held on a one-to-one basis in order to discuss the specific problems of the child. Information obtained about the child was related to teachers, counselors, parents, administrators, or any other agency dealing with the child.

A Curriculum Materials Center was provided to stimulate the students' interest in reading.

The Cultural Enrichment Phase of Platteville's Title I project attempted to provide disadvantaged children with a basic background for reading or readiness for Reading. The methods employed to attain this end included: 1) trips to local cultural and historical areas, 2) small group instruction and 3) the use of new materials, devices, and programs. A speech therapist worked with students having difficulty with their speech. A program in physical skill development was also provided.

The pre-kindergarten phase of Platteville's Title I project included short field trips to the city park for the observation of wild life. Pictures and murals were made up as a follow-up activity. Each day the kindergarten students had a snack time. Various individuals from the community attended the class to give the students an opportunity to enlarge their social contacts.

All of the students in the summer program were given the opportunity for a ten minute airplane ride. A demonstration of radio controlled model airplane flying was also given for the children.

Evaluation was a major part of the Title I project at Platteville. The Project Director has stated: "It could be estimated," that several hours daily is spent in gathering data, analyzing the data collected, presenting the data to other staff members, discussing the implications of the data, and reaching a course of action in light of all the known facts.

Each Monday morning, members of the Title I team met together to review active cases and to "staff" new referrable. Internal communication was viewed as being an area of major improtance necessary for smooth functioning of the team.

The Title I project at Platteville is exemplary for its use of community resources, for its comprehensive team approach to the problems of the disadvantaged child, and for its daily emphasis on the importance of evaluation.

SHEBOYGAN

Title: Pupil Acceleration and Community Action
Funding: $1000,360.00
Participants: 932

The Title I project for the Sheboygan School District consisted of 14 phases. The following phases took place during the regular school year: resource teachers, instructional secretaries, elementary guidance personnel, physical education instruction, art instruction, outdoor education for special education students, speech therapy, and a home visitor. In the summer school program sessions of reading improvement, physical education, art, instructional program for mentally disturbed children, and a post-kindergarten experience program were held. These activities were for children in public schools. Children from parochial schools participated in the speech therapy program and in many of the summer school activities. In the regular school year a total of 571 students were served by Title I. Three hundred and sixty-one children were involved in Title I programs during the summer session.

In the Resource Teachers Services phase of Sheboygan's Title I project the use of extra teachers also made it possible for the regular teacher to conduct testing and guidance sessions.

The Instructional Services phase provided secretaries to relieve teachers from non-teaching tasks. One secretary was designated as a library secretary and was in charge of the loan desk and cataloging. By alternating hours with the librarian, this secretary made it possible to have the library always accessible for teachers and pupils.

The Elementary Guidance phase made use of individual and group counseling to identify the causes of learning difficulties of elementary children. Pupil records, conferences, and observations were used to identify and diagnose deficiencies.

The Health and Physical Education phase identified children with deficiencies in manipulative and coordinational skills. The children were helped to develop basic personal, physical and mental health habits. Recreational activities provided an opportunity for participation in sharing with others and, thus, fostered better social adjustment.

The Music Program phase utilized rhythm instruments, song bells, and auto harps. The children are also exposed to music and dance. Special teachers were assigned to the class groups. Mentally and physically handicapped children were also involved in this project phase.

Books, visual aids, and discussions were used to stimulate interest in the Art program. Field trips to museums and art centers, participation in available fine arts programs, television, and actual opportunities for self-expression enabled the student to develop an appreciation in fine art.

The Outdoor Education program for mentally retarded trainables provided activities which integrated severely retarded boys and girls with normal children. The program included a bus ride to and from the camp for the day, a nature hike, an outdoor art lesson, and a noon meal.

Speech therapy services were structured to include practice, therapy, and evaluation. Inservice training was conducted by therapists for aides who worked with the children. Therapy was provided for individuals and groups.

The evaluation phase included a school psychologist, guidance counselors; and other Title I staff members who selected standardized tests, developed questionnaires, and conducted interviews.

The pre-kindergarten program concerned itself with the identification of immature children from economically and culturally deprived homes. Activities were developed to improve auditory perception, visual discrimination, physical adeptness, language skills, and social interaction. Instruction was given in group and in individual sessions.

The Reading Improvement program emphasized individual instruction. This flexible program implemented a variety of teaching methods and materials. Supplementary readers, low vocabulary types, tapes, film strips, reading labs and a variety of skill building games and aids were utilized.